

THE AUSTRALIAN LIBRARY JOURNAL

ANNUAL REPORT
REGISTRATION RESULTS, 1957

Vol. 7, No. 2

Quarterly

April, 1958

THE LIBRARY ASSOCIATION OF AUSTRALIA

Registered at the G.P.O., Sydney, for transmission by post as a periodical.

LATEST AUSTRALIAN BOOKS

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Vol. 7

SYDNEY
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1958



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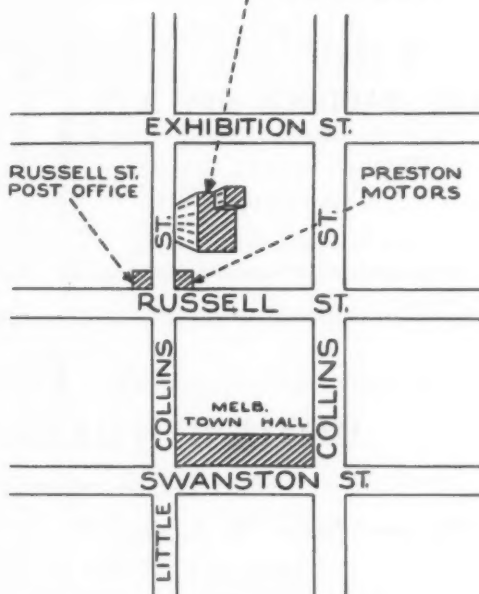
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THE AUSTRALIAN LIBRARY JOURNAL

Quarterly—Vol. 7, No. 2

April, 1958

EDITOR: THE HONORARY GENERAL SECRETARY

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REPORT FOR THE YEAR 1957

Prepared by the General Council for Submission to the 20th Annual Meeting

With a

STATEMENT OF ACCOUNTS FOR 1957

ANNUAL REPORT, 1957

MEETINGS

The Nineteenth Annual Meeting was held in the Mawson Theatre at the University of Adelaide at 2 p.m. on Thursday, 29th August, 1957. The President, Mr. John Metcalfe, was in the Chair, and 163 members attended. The General Council met in the Symon Library, Public Library of South Australia, on Monday the 26th August, the morning of Tuesday the 27th August, and Friday the 30th August, 1957.

The Twentieth Annual Meeting will be held in the Lecture Room of the Public Library of New South Wales, Sydney, on Wednesday, 13th August, 1958, at 8 p.m., and the next meeting of the Council will be held in the Board Room of the Public Library of New South Wales on Wednesday and Thursday, 13th and 14th August, 1958.

ROYAL CHARTER

The General Council of the Association has been considering for some time the advisability of petitioning Her Majesty the Queen for a Royal Charter for the Association.

A draft Royal Charter was approved by a ballot of members taken on 30th October, 1956, and the President, the Honorary General Treasurer and the Honorary General Secretary were authorised to present a petition to the Queen's Most excellent Majesty in Council for the grant of a Charter of Incorporation. Steps towards this end have been taken through the Prime Minister's Department.

Some of the advantages which the General Council believes will accrue from the grant of a Charter are set out in the following paragraph, which appears in the draft petition for a Charter:

"Your Majesty's petitioners believe that the granting to the Association of a Charter of Incorporation would conduce to the welfare of the Association and to the furtherance of its objects and would tend to the great advantage of library work in Your Majesty's Commonwealth of Australia, by giving it a higher and more efficient form of organisation and ensuring the stability of all its institutions by fostering a spirit of service to the people among its members by encouraging the more willing and

efficient performance of duties of librarians by its members by encouraging the carry-out of measures for the further development and improvement of library work in Your Majesty's Commonwealth of Australia and by giving to the Association greater dignity and influence and thereby enabling the Association to attain that position to which its past achievements, its objects, its large and representative membership, and its prospects for the future would seem justly to entitle it."

Provision is made in the draft Charter for members to be admitted as Fellows and Associates of the Association, which would allow members holding the diploma and registration certificate respectively to use, subject to Council's approval, some such letters as F.L.A.A. or A.L.A.A. after their names, to indicate their professional qualifications and status. In all ways, the Council believes, there is benefit to be gained by the Association, by its individual members, and by librarianship in general in this country, from the grant of a Royal Charter.

THE PRESIDENT

Mr. John Metcalfe, B.A., F.L.A., was elected President in succession to the late Sir John Morris in October, 1957, and was re-elected President for 1958.

THE EXECUTIVE OFFICERS

The Executive Officers elected for 1958 are as follows:

President: John Metcalfe, B.A., F.L.A.
 Past Presidents: M. Ellinor Archer.
 M. B. E., M.Sc., Mr. J. D. A. Collier.
 Vice-President: W. A. Cowan, M.A.,
 A.B.L.S.
 Honorary General Treasurer: G. D.
 Richardson, M.A.
 Honorary General Secretary: R. M.
 McGreal, B.A.

MEMBERSHIP

The number of members continues to increase, but, as has been pointed out in previous reports, the Association is still

not large enough to be entirely self-supporting.

Membership figures as at 31st December, 1957, were:

Professional Members ..	373
Corporate Members ..	389
Members	2,038
Total	2,800

There has been a total increase of 156 in the number of members during the year. This increase is 120 fewer than was the increase in the previous year, 1956.

Membership as at 31st December, 1957, was as follows:

Branch	Professional Members	Corporate Members	Members	Total
A.C.T. ..	29	4	96	129
New South Wales ..	154	174	819	1,147
Queensland	24	17	155	196
South Aus- tralia ..	29	15	180	224
Tasmania	27	14	53	94
Victoria	73	79	630	782
West Aus- tralia ..	20	26	69	115
Corres- ponding	17	60	36	113
Total ..	373	389	2,038	2,800

THE OBJECTS OF THE ASSOCIATION

The objects of the Association are:

- (1) To promote, establish, and improve libraries and library services.
- (2) To improve the standard of librarianship and the status of the library profession.
- (3) To promote the association for the foregoing objects of persons, societies, institutions and corporate bodies engaged or interested in libraries and library services.

The General Council has kept under review the work of the Association towards these objects, and, as a most important part of that work, the Association has played a leading part in the establishment and subsequent activity of the Australian Advisory Council on Bibliographical Services.

BRANCHES AND SECTIONS

The general organisation of the Association and, particularly, proper co-ordination of effort between Branches and Sections have continued to receive the close attention of the General Council. The Council, at its last meeting, had before it a recommendation from the Finance Committee concerning the organisation of Branches and Sections, and a Committee on the Organisation of Sections was appointed by the Council to investigate the matter further and to report to it at its next meeting.

In 1955 the Council expressed itself as favouring the establishment of Regional Branches, and asked Branches to report to it on the possibility and advisability of establishing Regional Branches. The reports received from Branches indicate that there was no requirement for the establishment of Regional Branches in the area of any Branch other than New South Wales.

The activity of the New South Wales Central Coast Branch has demonstrated the value of making some provision for regional or district activities. It has, however, raised problems concerning the relationship between the Regional Branch and the Branch of the State in which it is situated. At its meeting in August, 1957, the Council gave very serious consideration to these problems, and resolved that steps be taken to have the constitution amended to provide for the substitution of the name "Group" for the name "Regional Branch", and that consequential amendments be made in the By-laws.

In terms of By-law 3:23 as amended in 1933, the Honorary General Treasurer pays £50 to each Branch, Regional Branch, and Section in the first month of the financial year, and a further £10 in each year for every hundred financial members, or part thereof, of each Branch, Regional Branch or Section, as the case may be, in excess of one hundred, and a further £5 in each year to each Section for each of its Divisions. Subject to the constitution being amended to provide for the substitution of the name "Group" for the name "Regional Branch", the Council resolved that this By-law be further amended to provide for the same annual payment to be made by the

Honorary General Treasurer to a Group, the payment to be made to the Branch in whose area the Group is located, for transmission to the Group.

COMMITTEES

The Committee on Cataloguing, Classification and Bibliography, which is virtually a standing committee acting when appropriate, was reappointed by the Council in June.

The Committee on Standards, which was also reappointed, presented a report to the General Council in August, 1957. This report included a draft code of ethics. At the direction of the Council, the draft code of ethics has been circulated to Branches and Sections for their consideration, and the comments and suggestions of Branches and Sections are being referred to the Committee, which will make a further report on this matter to the next meeting of Council.

The Committee on Abbreviations for Australian Libraries presented a report to Council at its last meeting. The Committee was not reappointed.

The Publications Committee also reported to Council, and was reappointed.

At its meeting in June, 1956, Council appointed a Finance Committee to examine in detail the Association's expenditure, revenue, and potential sources of increased revenue. The Committee reported to Council in August, 1957. As mentioned above, its recommendations concerning the organisation of Branches and Sections were referred to the newly appointed Committee on the Organisation of Sections; and its recommendations that examination fees and the fees for the Preliminary and Registration Certificates be increased, were adopted by Council. A recommendation of the Committee that steps be taken to have the constitution amended to provide that members who had been unfinancial for two years in succession, be deemed to have resigned, was also adopted by the Council. The Finance Committee was reappointed.

The Council appointed a new committee, to be known as the Library Exchange Committee, to act as a central bureau of information on the exchange of librarians,

and to report to Council on the promotion of an exchange programme of Australian librarians.

PUBLICATIONS

The Australian Library Journal

Pending the appointment by Council of an honorary editor to succeed Mr. Harrison Bryan, M.A., who resigned at the end of 1956, the Journal has been edited by the Honorary General Secretary.

Advertising revenue has been satisfactorily maintained. The Journal is the one medium of communication for all members, and it has again been a means of increasing membership, particularly from abroad.

The Handbook 1958 was published in December, 1957, on the same pattern as last year. Examiners' reports and statistical analyses were again excluded because of their publication in the Journal. All examination papers for the years 1954-1957 have, however, been published in the new edition.

The Directory of Special Libraries in Australia, which was prepared by the Special Libraries Section, was "Varitype" set and offset duplicated, and published as a bound volume in an edition of 500 copies, has continued to have a widespread demand at home and abroad. Selected subject definitions and rules from Cutter's Rules for a Dictionary Catalog, which were reproduced as an aid to students by photo-offset process, have been offered for sale unbound with satisfactory results. The New South Wales Division of the Special Libraries Section has published a second edition of the list of periodical holdings in New South Wales special libraries, and this is now available from the Treasurer of the Special Libraries Section, Mr. C. E. Smith, B.A. Most Branches and Sections continue to produce material in their own special fields of interest.

EXAMINATION AND CERTIFICATION

This year the Registration Examination was held from 25th November to 6th December. The Registration Examination in 1958 will be held from 24th November to 5th December.

Results of the Preliminary Examination, together with a statistical summary and examiners' reports, were published in the Journal in October, and similar information for the Registration Examination will be published in the Journal for April, 1958.

The members of the Board of Examination, appointed for a period of two years from 30th August, 1957, are:

Mr. John Metcalfe, B.A., F.L.A.,
(Chairman).

Mr. H. L. White, M.A., (Deputy Chairman).

Mr. W. A. Cowan, M.A., A.B.L.S.

Miss Wilma Radford, B.A., B.S.

Miss Jean P. Whyte, B.A., A.M.

Miss Nancy G. Booker, B.A., Dip. Ed.,
A.L.A.

Miss Barbara Johnston, B.Sc.

The Secretary to the Board of Examination is the Registrar, Mrs. Eileen Brown, B.A.

In accordance with Regulation 3 as amended by the General Council in 1954, candidates for admission to the Preliminary Examination and to the Registration Examination have been required to be financial members of the Association.

AUSTRALIAN BIBLIOGRAPHICAL SERVICES

The first meeting of the Australian Advisory Council on Bibliographical Services was held in Canberra on 30th April, 1956. Sir John Morris, Miss M. E. Archer and Mr. G. D. Richardson represented the Association, and the meeting was attended also by the chief librarians of the Commonwealth National Library and State Libraries, representatives of the Library Board of New South Wales, the Free Library Service Board of Victoria, the C.S.I.R.O., and the Australian Universities Vice-Chancellors' Committee. The President, Sir John Morris, was elected Chairman.

The Council agreed on the setting up of an Australian Bibliographical Centre at the Commonwealth National Library, and that a survey be made of Australian bibliographical resources, activities and needs and it appointed a Survey Committee consisting of Mr. H. L. White (Convenor),

Mr. C. A. McCallum and Mr. G. D. Richardson.

The Survey Committee prepared a report, which was presented to a meeting of the Australian Advisory Council on Bibliographical Services at Canberra on 23rd August. Included in the recommendations of the Committee was one that the Association be asked to investigate the possibility of preparing a new edition of the *Directory of Special Libraries*, with emphasis also on collections within libraries.

The Council regards the formation of the Australian Advisory Council on Bibliographical Services as a most important development, and urges members to support it in every possible way.

OVERSEAS ORGANIZATIONS

The Association has continued its affiliation with F.I.D. and I.F.L.A. The Council, at its meeting in August, gave sympathetic consideration to an invitation to the Association to join a Federation of Asian Library Associations. A decision on this matter was deferred until the Council received a report from Mr. H. L. White, M.A., Librarian of the Commonwealth National Library, who had offered to act as an observer on behalf of the Association at a conference organised by the Federation of Asian Library Associations, and held in Japan in November.

STAFF

Mrs. Eileen Brown, B.A., Dip. Ed., was appointed Registrar on 20th August, 1956, and following the resignation of Miss M. Miller, B.A., who had been Honorary Secretary of the Board of Examination, Council decided that the Registrar should take over these duties. At the same time, Council decided on the appointment of an additional clerical assistant to the Association's staff.

FINANCE

Income from subscriptions in 1957 was £3,707/0/8, as compared with £2,936/0/0 in 1956, and £2,045/0/0 in 1955. The increase in income from subscriptions is largely due to the requirement that all candidates for admission to the Preliminary

Examination be financial members, and also to the increase in the subscription for professional members receiving salaries of £1,500 a year and over, which has applied since 31st December, 1955. The expenditure on salaries in 1957 was £1,914/6/11.

In 1957, a total of £1,000 face value of the invested Carnegie grant was realised. Interest of £560 from Commonwealth bonds (in which the Carnegie grant is invested) was also transferred to the General Account to meet working expenses. With depreciation in the market value of the investment, the grant has been used sparingly, but as the capital is applied to the purposes for which it was intended, the income from interest, and therefore the Association's total income, decreases. This decrease can be offset only by increased revenue from subscriptions, that is by an increase in the number of members. As noted earlier in this report, the increase in membership during this year has not been as great as it was during the previous year. As reported under the heading "Committees", the Finance Committee will report to the Council again at its next meeting.

The Council, at its last meeting, decided to make an approach to the Federal and State Governments for financial assistance, and this is being done.

STANDARDS, STATUS AND QUALIFICATIONS

The Association has a duty, in accordance with the second of its objects, not only to see that its standards of qualification are maintained, but also to see that they are properly recognised and rewarded. The General Council has, from time to time, been concerned about salaries and conditions of employment offered in some libraries. The Council hopes that, following the examination of this matter by the committee set up for this purpose and by the Board of Examination, the Association will be able to adopt a formal and uniform policy on minimum standards.

JOHN METCALFE,
President.

R. M. MCGREAL,
Honorary General Secretary.

LIBRARY ASSOCIATION OF AUSTRALIA

Statement of Receipts and Payments for year ended 31st December, 1957
(Excluding receipts and payments by Branches and Sections)

GENERAL BANK ACCOUNT

RECEIPTS				PAYMENTS			
	£	s.	d.		£	s.	d.
Balance, 31st December, 1956				Grants and Contributions to Branches and Sections			
Cash at Bank		177	13 4	Transfer to Life Membership A/C	1,035	0	0
Grant Account	1,460	0	0	Operating and Administration Expenses—			
Subscriptions	3,707	0	8	Salaries	1,914	6	11
Other Income—				Board of Examination Fees and Expenses	460	9	8
Examination Fees	1,123	6	2	Printing and Postages—			
Journal Advertising Handbook	502	17	6	Journal	1,094	16	5
Advertising	63	15	0	Handbook	216	17	6
Sales of—				Publications	609	7	7
Handbooks	244	6	11	Printing and Stationery—			
Directories	63	10	6	General	247	0	10
"Cutter" Rules	6	10	6	Postages—General	206	15	1
"General Introduction to Library Practice"	61	8	0	Travelling Expenses	15	0	0
Journals	35	11	11	Conference Expenses—			
Proceedings of Conferences	28	18	8	Travelling	1012	17	1
Simple Book				Sundry	35	18	11
Repairs	4	6	0	Telephone	28	8	4
Stationery to New South Wales Branch	38	15	3	Repairs and Maintenance Office			
Bank Interest	5	7		Equipment	10	15	5
			2,173 12 0	Bank Charges	10	3	
				Insurance—			
				Worker's Compensation	3	0	9
				Audit Fees	52	10	0
				Subscriptions to—			
				F.I.D.	5	19	9
				I.F.L.A.	58	9	10
				Sundry Expenses	29	12	0
							6,002 17 4
							7,412 17 4
				Balance, 31st December 1957			
				Cash at Bank	102	0	6
				Cash on Hand	3	8	2
							105 8 8
							£7,518 6 0
			£7,518 6 0				

LIFE MEMBERSHIP BANK ACCOUNT

	£	s.	d.		£	s.	d.
Transfer from General Bank Account	375	0	0	Balance, 31st December, 1957			
				Cash at Bank	375	0	0
			£375 0 0				£375 0 0

CARNEGIE GRANT ACCOUNT

RECEIPTS			PAYMENTS		
	£	s. d.		£	s. d.
Balance, 31st December, 1956	301	19 3	Bank Charges	9	7
Commonwealth Loan Interest	275	0 0	Transfer to General Bank Account	1,460	0 0
Sale of Commonwealth Bonds—			Balance, 31st December, 1957		
£1,000 3½%—1964	893	15 0	Cash at Bank	10	4 8
	£ 1,470	14 3		£ 1,470	14 3

STATEMENT OF INVESTMENTS in respect of Carnegie Corporation Grant Commonwealth Bonds — 3½% — 1964

		Face Value	Cost
31st December, 1956		9,800	9,759 17 11
Less Sales	(Proceeds of sale £893 15 0)	1,000	995 18 0
31st December, 1957	(Approximate market value £7,969 10 0)	8,800	£ 8,763 19 11

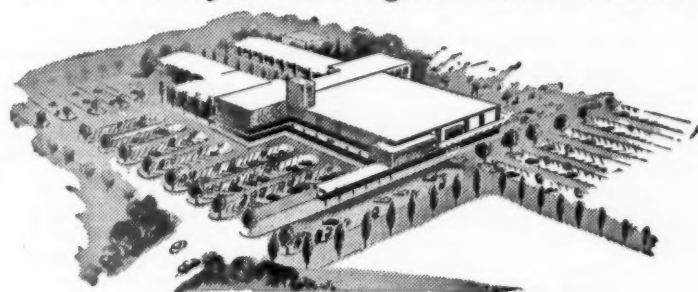
REPORT OF THE AUDITORS

We have examined the foregoing statements with the books, vouchers and other records of the Association and report that they are in accordance therewith. Bank balances and investments in Commonwealth Bonds have been verified by us.

Sydney, 12th March, 1958.

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THE LIBRARY ASSOCIATION OF
AUSTRALIA

formerly

THE AUSTRALIAN INSTITUTE OF
LIBRARIANS, founded 1937

Nineteenth Annual Meeting was held in the Mawson Theatre, University of Adelaide at 2 p.m. on Thursday 29th August, 1957.

MINUTES

1. *Present:*

The President, Mr. John Metcalfe, in the Chair, and 163 members including members of the General Council. The President welcomed visitors and new members.

2. *Notice Convening Meeting:*

The Honorary Secretary read the notice convening the meeting as published in *The Australian Library Journal*, April, 1957, p. 41.

3. *Apologies:*

Apologies were received from Mr. J. D. A. Collier, Past President, Mr. G. C. Remington, Mr. E. S. Shaw, Mr. C. A. Burmester, Miss F. M. Thomas, Miss M. C. Ramsay, Mr. D. Macmillan and Mr. W. Eunson.

4. *Minutes:*

The Minutes of the Eighteenth Annual Meeting held on Thursday 21st June, 1956, were taken as read and confirmed.

5. *Annual Report and Statement of Accounts:*

The Annual Report and an audited statement of accounts for 1956, as published in *The Australian Library Journal*, April, 1957, pp. 41-47 were submitted to the meeting in accordance with the Constitution. The Annual Report and the Statement of Accounts were approved.

The Treasurer tabled and elucidated a statement of accounts for the period 1st January—31st May, 1957. This was received.

6. *Auditor:*

Messrs. Cooper Bros., Way and Hardie, were appointed auditors until the next annual meeting.

7. *Vote of Thanks:*

A vote of thanks to the President, Vice-President, and the General Council for their

work during the year was carried by acclamation.

A vote of thanks to the acting Vice-Chancellor of the University of South Australia, the Senate and the Librarian for making available accommodation at the University for the Conference and for this General Meeting, was carried.

A vote of thanks to the Libraries Board of South Australia and its Chief Executive for the use of the Symon Library for meetings of the General Council and the Lecture Hall for a meeting of Conference was carried.

A vote of thanks to the South Australian Branch and especially to the Conference Committee of that Branch was carried. The meeting closed at 3.50 p.m.

THE LIBRARY ASSOCIATION OF
AUSTRALIA

Twentieth Annual Meeting
NOTICE

The twentieth annual meeting of the Library Association of Australia will be held in the Lecture Room of the Public Library of New South Wales at 8 p.m. on Wednesday, 13th August.

EXAMINATIONS, 1958

The Registration Examination will be held from 24th November to 5th December, 1958. Applications for admission close on 30th June.

Fees for examinations and certificates have been increased and are now:

Preliminary Examination, £2.
Registration Examination, £1/10/-
for each paper.
Preliminary Certificate, £1.
Registration Certificate, £4.

Applications for admission to the Preliminary or Registration Examinations should be addressed to:

The Secretary,
Board of Examination, Certification and
Registration of Librarians,
The Library Association of Australia,
c/o The Public Library of N.S.W.,
Macquarie Street, Sydney, N.S.W.

Australian Experience in International Exchange of Publications*

By H. L. WHITE, M.A.

Librarian, Commonwealth National Library

Significance of the Seminar

The International Exchange System came into being about the time the Australian Colonies were becoming firmly established. Our ancestors might have regarded it as symbolic of the spread of ideas from the old world of Europe to the new world of America. For, while it owed its origin to a French actor and an English scientist, it was founded in Washington "for the increase and diffusion of knowledge among men". My generation of Australians might equally look on the Seminar on the Exchange of Publications in the Indo-Pacific area as symbolic of a further spread of ideas to a new world which is at the same time the oldest of all. We have no doubt that this combination of ancient civilizations and new outlooks will turn a fresh stream of thought on our present problems and Australians are anxious to contribute what they can from the fringe of this area.

My object in this brief historical account of the international exchange of publications in my country will therefore be to indicate modifications which Australian librarians and others have made or might wish to make to improve the existing machinery.

Importance of the States

Most aspects of Australian life and achievement are deeply influenced by our Federal system of government and the international exchange of publications is

no exception. The Australian Commonwealth had its origin in the federation in 1900 of six Sovereign States which were settled between 1788 and 1836 and gained responsible government at various times between 1855 and 1890. During the nineteenth century a strong State tradition developed and found its cultural expression in the establishment of State institutions and organizations supported by the State, including universities, scientific and other learned societies, government departments, and of course libraries. Though none of the State governments adhered to the Brussels Convention of 1886, its principles were widely adopted to facilitate the exchange of governmental and scholarly publications between the bodies referred to and their counterparts overseas.

International exchange centres were soon set up in all six States, no doubt on the model of the Smithsonian Institution in Washington, and primarily as transmission agencies for material sent and received as a result of exchanges arranged independently by these bodies. However, the centres also became responsible for negotiating overall exchange agreements with other governments, and they worked well, since most of the centres were closely associated with the State Libraries. Friendly understanding were preferred to formal agreements and these were largely limited to English speaking countries, reflecting the outlook of the Australian States prior to Federation and indeed of the Commonwealth of Australia itself before World War I, even though its own National Library had come into being soon after 1900.

* Paper presented to the Seminar on the International Exchange of Publications in the Indo-Pacific area, Tokyo, Japan, 4th November, 1957.

Place of the Commonwealth

However, in 1947 the Commonwealth Government set up a Commonwealth Publications Exchange Agency within the Commonwealth National Library. Consideration was given at the same time to the possibility of centralizing all Australian exchange activities in the Commonwealth Agency but it was decided that this was not practicable and the six State centres continued to operate as before. The role of the Commonwealth Agency is less that of a transmission agency, for which the State arrangements were largely adequate, than of an information centre and an agency for negotiating overall agreements between the Commonwealth Government and governments, institutions and organizations overseas.

Its activity reflects the marked change in the nature and extent of Australia's interest in the world. Negotiations for an exchange of publications have been undertaken with every sovereign State and major international body. Two hundred and ten of these are more or less active. In addition, exchange arrangements have been made with 608 institutions and organizations in all countries and the National Library is always anxious to extend these to appropriate bodies.

Such activity assumes that Australia cannot participate effectively in world affairs without ready access to detailed and accurate information about all countries, including their geographical, economic, historical and cultural background as well as their recent development. These countries likewise need to be informed about Australia.

Exchange With Indo-Pacific Countries

This view of the interdependence of all nations is not affected by the special attention which the National Library gives to the countries in the Indo-Pacific area. We have been assembling material about such countries just long enough to appreciate the nature of the problem arising from the antiquity of their civilizations, the vigour of their literary activity and the number and variety of their languages. It is a

challenge which we can meet only with your continuing help through the machinery of international exchange of publications. Material made available to the National Library in this or other ways is of course generally available throughout Australia to supplement the resources otherwise available to individuals and organizations through State, University, Parliamentary and other libraries.

Limitations of Universal Agreements

All of these libraries have also continued to develop their exchange relations with institutions overseas. There is therefore a lively interest in Australia in the subject matter of this Seminar and my colleagues there would wish me to make known two recent developments here which we believe will greatly assist in our exchange relations with other countries as well as in other forms of international co-operation. As these are the results of our accumulated experience it may be worth noting that they illustrate the prevailing view that universal organization is ineffective in intellectual matters and that the best form of international co-operation depends on a high degree of co-operation between well organized national or special regional groups. They also confirm the Australian opinion, already registered at UNESCO, that the mediocre success attending the Brussels Conventions suggests less reliance in future on the idea of universality in the form of a multilateral exchange agreement and correspondingly greater emphasis on bilateral arrangements, whether between governments or between institutions and organizations.

Exchange of Surplus Publications

Both of these developments became effective in 1955, the first when, after 5 years of Clearing House activity at its headquarters in Paris, UNESCO asked national exchange centres throughout the world to accept responsibility for organizing the exchange of duplicate or surplus publications. The National Library, with the agreement of other libraries and exchange centres, accepted this responsibility for Australia.

In accordance with the principles referred to above the Clearing House does not handle or allocate material, but merely acts as a liaison between the institutions which offer and accept the publications which are surplus to each. The results have been encouraging. Most Australian libraries are already participating and surplus material is available, predominantly in the English language, but on a wide variety of topics. So far, however, the Clearing House has had little contact with libraries in the Indo-Pacific area where relatively few National Clearing Centres appear to have been established. Yet a most fruitful exchange should be possible between such libraries which may have built up many duplicates in Oriental languages during their long history and now need publications in English which Australian libraries may have.

Importance of Bibliography

Immediate prospects for co-operation within the Indo-Pacific area appear better in the exchange of current publications, if only because of the rapid development of national bibliography within the area. This is the other field in which a major Australian development took place in 1955, as part of the general co-ordination of bibliographical services within the country.

This may be specially significant because the fundamental place of bibliography in all exchange activities has not yet been adequately recognised. National bibliographies are obviously of first importance; but union catalogues are also essential, not only in making the results of international exchanges known, but also in rationalising their choice and distribution. As the Australian plan provides for other bibliographical activities as well as these and is organized on a truly national scale, it might be worth describing in a little more detail.

National Plan for Bibliographical Services

Though it will serve the needs of international exchange, its primary object is to improve the efficiency and economy of bibliographical services in Australia to meet the growing needs of industrial,

economic and social research. This attempt to make the sources of information throughout Australia widely known is a co-operative one between library authorities, working through the existing library structure and through some new machinery set up, after inquiry, by the accredited representatives of all types of libraries in Australia. The new elements are (a) the Australian Advisory Council on Bibliographical Services, representing Commonwealth, State, Local and Special Library Services, the Universities and the Library Association of Australia; and (b) the Australian Bibliographical Centre within the Commonwealth National Library. In addition to arranging for the carrying out of bibliographical projects recommended by the Council the Centre acts as the channel for bibliographical inquiries from abroad and for those from within Australia which cannot be met elsewhere. The first major undertaking of the Council and the Centre was a survey of existing Australian bibliographical resources and activities and of needs in the various categories of bibliographical work, including current and past national bibliography; official documents; indexing and abstracting of Australian and Pacific periodicals; central, co-operative and union cataloguing. One immediate result will be the publication of a comprehensive summary of Australian bibliography and bibliographical services and a systematic attempt to fill the gaps in our national bibliography. Specific projects already approved which will go far to complete the indexing of Australian periodicals include the publication of a monthly *Australian Industrial and Technical Index to Periodicals* and the extension of *Australian Public Affairs Information Service*; a *Subject index to current literature*, (monthly and annual) issued by the National Library, to cover all periodicals in the social sciences and the humanities. Subject entries will be provided for the government publications listed in *Australian Government Publications* (monthly) and the *Annual Catalogue of Australian Publications*, both issued by the National Library. These, along with *Australian books* (annual) and *Books*

published in Australia (monthly), also issued by the National Library, will bring our record of current national bibliography of printed material near to completion. Union catalogues of Australian and overseas newspapers will bring this category into line with periodicals which are already well covered by the published *Union Catalogue of the scientific and technical periodicals in the libraries of Australia*, issued by the C.S.I.R.O. and the related *Union Catalogue of periodicals in the social sciences and the humanities in Australian libraries* which is being compiled by the National Library and distributed on cards.

It is appropriate that a National Library should take the lead in this way both in national bibliography and in bibliographical organization generally which are essential to progress in international exchanges. But Australian experience has shown that an adequate plan for the development of

national bibliographical services requires the co-operation of all governmental and other authorities and their appropriate institutions.

Conclusion

This paper has been limited to a general account of Australian activity in international exchange, with emphasis on those aspects and principles where our experience seemed most likely to be helpful to the Seminar. Australian experience will also be available in discussion of the equally important detail of any system under consideration. For at no time have we been so aware of the need for understanding and co-operation between the nations or of the contribution which can be made through detailed and accurate information on which legislators, scholars, scientists and the public may draw with freedom and confidence.

Middle Park Children's Library

By JOHN MARTIN

Librarian, South Melbourne

Public Libraries for children are by no means uncommon nowadays. There are seventeen in the metropolitan area of Melbourne. Junior Branch Libraries as separate establishments are less common.

But the new Junior Branch Library at Middle Park is, we believe, unique in this respect, that it is the first public library for children to be built on a school playground. First in Victoria, at least.

And as the first of anything is usually examined with a view to reproducing the same elsewhere if circumstances suit, and the precursor is successful, no doubt South Melbourne City Council will receive enquiries in the future about their new kind of Children's library.

Perhaps it would be advisable to state here, before outlining the new library's use, that this public library for children, although built upon the grounds of one school, is intended for use by all the children in the district, whether or no they attend that particular school, so the entrance faces the street.

In fact, this is being achieved, for although the official opening does not take place until Library Week (May 5-12), the library has been functioning since January.

Of course the Middle Park Central School upon whose grounds our new Junior library stands, is in a very favourable position when it comes to sending classes from that school to the library. The headmaster

was not slow in seizing the opportunity. Virtually every pupil in both the primary and secondary departments of the school benefits from a "library period" every week.

Another school in the area also benefits and sends two classes every week. Still another school is at present receiving library service by means of deposit collections of books.

Apart from novelty of site with its implied hint to Councils seeking a Junior Library site in a completely built up area, Middle Park Branch of South Melbourne Junior Library provides most of the amenities for young people which we have come to expect in a children's library. These include a corner for the youngest children with easy story books and picture books, and special children's magazines.

The Library comprises over 5,000 books for children to borrow for home reading, fresh book stock being added every week to replace books worn out. There is shelving for 3,800, the difference being the number of books out on loan.

The hours of opening are: Monday to Thursday, 3.30 to 5.30 p.m.; Friday, 3.30 to 5 p.m., 6 to 7 p.m., but school classes are accommodated before the ordinary opening hour of 3.30 p.m.

Book issue figures at the new library already overshadow those of the "parent" Junior Library at South Melbourne Town Hall, and extra staff is required on two days a week to help with school classes.

This was to be expected, for the centre of population has shifted over the past few years owing to industrial and commercial development. The Town Hall is no longer surrounded by dwelling houses, but is rather on the fringe of the residential area.

Heads of the schools participating in the new library service are pleased with the arrangements, and value highly the library service to children provided by the Council of the City of South Melbourne.

The building used to house the new children's library at Page Street Middle Park has an interesting history.

During the war of 1939-45, the South Melbourne Patriotic Fund decided to provide a canteen for a Signals Unit on duty 24 hours a day in Albert Park. They had a suitable building constructed, 36 feet by 18 feet, furnished and decorated for the purpose.

When it was no longer required for this purpose the Council of the City of South Melbourne to whom the building had been given, set it down opposite Queen's Road, and adapted it for use as a Pre-School Play Centre. The need for such a centre at that place arose when married couples with very young children rented flats in the area, during extreme housing shortage. As soon as possible the young families found cheaper accommodation as it became available. The Pre-School Centre then became redundant.

Meanwhile the popularity of the Middle Park Branch Library in its new location at Richardson Street, evident from the first, had increased to such an extent that the library required more room. However this was not available on the spot and the transfer of the Junior section to another site became necessary. At the same time finance available was restricted.

Nevertheless the Council decided that the transfer of the Junior Section would be possible if the pre-school centre building could be removed to a suitable site in Middle Park and adapted for a total cost of not more than £2000.

It therefore became the responsibility of the architect (H. J. Tribe) to have this work carried out for not more than £2000, which he did. In fact a small sum remained for furnishings. That is, the hut was de-roofed, disconnected from electricity, water and sewerage, transported two miles, set down in its new site, re-connected to electricity, water and sewerage, and transformed into a modern Junior Library shelving 3,500 volumes, and properly equipped to serve its junior membership of 1,200. Naturally, where such stringent financial control existed, equipment verges on the austere. But the architect has shown what can be done, even in these days of rising costs, with a modest sum.

The Teenage Reader*

By MARJORIE ROE

Librarian, Tudor House, Moss Vale, New South Wales

I think I should start this paper by defining what I have taken "Teen-age" to mean. I have taken it to mean, in the language of the schoolteacher, first year secondary school to final year; in the language of the psychologist, "the period of development which lies between later childhood and young adulthood"; and chronologically, from about 13 to 19 years.

Teen-agers or adolescents represent approximately 10 per cent of the total population of Australia at the present time, so there are almost a million of them. About half of them are attending a school of some kind, and the other half are in jobs requiring little skill or training.

I will be speaking, therefore, about one million potential readers—half of which are the concern or should be the concern of school librarians, principally; the other half the concern of our public librarians. I say potential readers deliberately, because I believe the word "potential" is a key word in any discussion of this subject.

I think few will disagree with me that at the moment these young people are not "readers" in the ideal sense. That they are readers mainly of comics and of trivial fiction has been established by Professor Connell's recent survey of approximately 8000 Sydney adolescents. His information was gathered through a series of questionnaires and personal interviews and access to diaries and memoirs. I am making this use of his survey to describe the "average" Australian adolescent, firstly because it is comparatively up-to-date and secondly be-

cause it was the only study I could find that could be useful to this discussion in terms of figures and generalisations. I shall refer later to other surveys that have been done in England and New Zealand.

Let us look first, then, at our teen-age readers as they showed themselves to Professor Connell's team of investigators from Sydney University's Department of Education.

Here are those sections from a typical 13-15-year-old boy's life which are relevant to our subject:

Sunday—a light evening meal about 6 p.m. precedes for most young adolescents two or three hours of home listening to hit parades and variety shows on the radio, during which time the remnants of his homework are finished off and a few more chapters of Biggles are completed.

Monday to Thursday—much as above. After tea it is homework again, but he manages also to listen to half an hour or more serials on the radio and perhaps to glance at a new comic book before bed at 9 p.m.

Friday it's Biggles again, and on Saturday he seldom misses the local pictures unless he has already been in the afternoon; in which case he may conclude his week with some more radio entertainment and the final chapters of the current Biggles.

For the typical 13-15-year-old girl, the schedule is much the same, except for some knitting, the regular washing-up with which she helps throughout the week, and a Blyton to replace the Biggles.

*This paper was read to the Children's Library Section at the Ninth General Conference.

When we look at the older adolescents we find that reading has almost disappeared from the week. A 16-18-year-old boy—a typical one—probably reads the papers. About 50 per cent of them still read comics. And that is all. Girls of the same age show a greater variety of interests, but reading is of little or no importance.

I don't think this picture of the average Australian teen-age reader will surprise many librarians or teachers. (I must emphasize here again that not *all* Australian teen-age readers are like this. You and I know some of appetite, taste and discernment. What I have outlined above is however the generalization, the norm, which emerged from Professor Connell's investigations.) To most librarians and teachers this summing-up of teen-age reading will merely confirm their own observations. The really important test comes with the question "Do we accept this state of affairs as unchangeable?" Do we, in fact, though feeling some regret at the state of teen-age reading, perhaps even at times an uncomfortable sense of our own failure, tend to shrug it off as being essentially beyond our control? Does our responsibility end with seeing that they have *something* to read? As long as they're reading books at all, is that enough and may we pat ourselves on the back?

My own answers to those questions are No, No, No, and No again. I believe that the present reading habits of our teen-agers reflect no credit on our teachers and librarians, and that part, at least, of the responsibility is ours. However, if you feel otherwise about it, it seems you have no less an authority on adolescents than Professor Connell on your side. See what he says:

"It is not possible in the present state of the social sciences to measure the impact of such influences (that is, what children read, etc.) with any greater depth or precision. It is pointless, therefore, either to praise or condemn."

And later he says: "Each teacher or parent interested in the upbringing of an adolescent boy or girl, knowing at first

hand the personality of the child, should guide his reading away from a too exclusive interest in one type and towards a more rounded grasp of the whole field. He might, however, rest happily in the assurance that even without this guidance his adolescent son or daughter will manage to explore a reasonable variety of both recommended and forbidden delights and will come through the perils of his exploration relatively unscathed."

Let us look first at the argument that because we cannot yet measure the impact of reading habits on a child's character or on society in general with any greater depth or precision, "it is pointless either to praise or condemn". (This point of view is common among psychologists, sociologists and statisticians—that things that cannot be measured with any degree of accuracy cannot be assessed.) However, I believe the measurable and the significant are not necessarily identical, and I believe that the impact of reading habits may be measured in terms other than percentages and norms. In fact I agree with the Professor who once remarked: "A man should be able to form a judgment without collecting statistics and sending out hundreds of questionnaires to people manyfold more ignorant than himself. Truth and values are not reached by popular referenda . . ."

I feel that we as teachers and librarians must make some judgment—condemn, praise and recommend—otherwise we are providing no leadership, and are in fact advocating and perpetuating what I hope to persuade you is an undesirable tradition.

Further—and here I come to the last point made by Professor Connell—I do not agree that we as librarians and teachers *can* rest happily in the assurance that "even without guidance the adolescent boy or girl will manage to explore a reasonable variety of both recommended and forbidden delights and will come through the perils of his exploration *relatively unscathed*".

Doesn't that phrase "relatively unscathed", applied to reading experiences, make you squirm? It fills me with horror. Is the best we can expect from teen-age

reading that it will leave our teen-agers relatively unscathed? Doesn't that strike you as an appallingly defeatist attitude? Surely the aim of all writing is to get as full a response as possible from the reader; the aim of the teacher is to train that response; the aim of the librarian to cater for that response and help to perfect it. Indeed, in the full sense of the term, I should say it is virtually impossible for a child to be "unscathed" by his reading; and further, it is highly *undesirable* that he should be unscathed.

I feel that something of a cult of "harmlessness" has grown up—not only in the matter of reading experiences, but in film and theatre going, radio listening and TV watching, as well. We have a strangely negative attitude to life in some of its most important aspects, if the highest praise we can bestow is that some cultural experience is "harmless". And "harmlessness" is widely held to make reading matter desirable.

There is a further point. Mr. Scott, a New Zealander, in his excellent survey of the Reading, Film, and Radio tastes of High School boys and girls, points out:

"In a society that is now extremely tolerant of all kinds and levels of reading except some of the worst and some of the best, "harmless" has become a characteristic defensive term used frequently by the educated themselves to excuse an inferior taste:

"Yes, of course, I read a good detective story", a prominent New Zealand clergyman was reported as saying a few years ago. "Most of them are harmless and enjoyable . . ." Another prominent person stated, "I enjoy reading a mystery story . . . it is often a source of harmless relaxation".

"To be consistent, adults who thus defend their own taste for detective stories should and probably would be prepared to defend the child's taste for the 'Champion' or the 'Crystal'."

Mr. Scott goes on: "It is debatable whether the adult's habit of reading thrillers or the child's habit of reading bloods is really harmless. It is at any rate

certain that the attitude indicated by the use of 'harmless' is a negative one for a parent or a teacher to adopt towards a child's reading . . . It is the aim of education to get children to read at the highest level they are capable of and the reading of this type of literature clearly hampers this . . . How then can it be defended or excused as harmless?"

It is only a short step from reassuring ourselves that certain reading matter is "harmless" to seeing some mystic excellence in the fact that children read at all or that a book which is popular among children must therefore have some good in it. I for one can see no essential merit in the fact that John or Jane reads a book a day. As far as I am concerned, it is *what* they read that matters most. I shall have more to say on this point later. Must we respect the books which are popular, the books which children will read with no other recommendation beyond that they are by certain authors? Mr. Scott has some pertinent comments on this too. He says:

"The feeling that there must be some good in books enjoying great popularity is strong in many readers and critics. It has its extreme expression in the view, stated a short time ago in the correspondence columns of the New Zealand 'Listener', that the "best films are the most popular ones". But if popularity is the chief criterion of value, "best" and "most popular" become synonymous terms, and any other questions concerning the quality of the popular books and films are either redundant or consist merely of a description of what the majority like . . . Clearly whether popularity is any guide to the good books or not depends entirely on how good the popular taste is. The fact that "Waverley" was the best seller of 1814 and "Tarzan of the Apes" the best-seller of 1914 does not prove that both are good books but perhaps only that the popular taste of 1814 was better than the popular taste of 1914 . . ."

I may perhaps add here that certainly there was a great improvement in literacy

in those 100 years; millions more learned to read and the proportion continually increases. But we must not be so complacent about this triumph that we are tempted to regard literacy as anything more than a means. It is not an end in itself. It is what use we and the children under our influence put it to that matters. And so we return to the problem of reading taste.

As teachers and librarians we must, of course, have clearly in our minds what children like and what they are in fact reading; but it is most important we do not stop there; that we seek continually to improve their reading taste in accord with what they need if they are to develop fully and mature.

So many investigations of reading tastes begin and end with making generalisations and drawing conclusions from what the children actually read. But there is no reason to believe that because children read and like "bloods", unlikely adventures, and romances, that these are the types of books they *need*—for example, for their best possible development through the period of change known as adolescence.

I have quoted at some length from Mr. Scott's book "Reading, Film and Radio Tastes of High School Children", published by the New Zealand Council for Educational Research, because it seems to me the only survey of reading tastes which has not fallen into this error of putting the cart before the horse, of regarding what children *do* read as more important and significant than what they *ought* to read, of regarding children's untrained taste as sacrosanct. Mr. Scott has gathered some valuable figures and, far from approaching them with awe, has gone on to point out errors in our thinking and the insidious influence that 'popular' culture is having even on the more educated and intelligent of us.

I must just mention an earlier survey by A. J. Jenkinson, an English investigation called "What Do Boys and Girls Read?". This did serve a valuable purpose in revealing how antiquated were the English literature syllabuses in schools and how

remote they were from the books the children chose to read in their leisure time. But immediately the same weakness appears. He goes on to suggest that English teachers should perhaps revise their own standards and value judgments because it was found that the adolescent read and liked "bloods", unlikely adventures and romance. Again we are to abandon our own critical standards and adopt those of the children! This can scarcely lead to an improvement in taste. However, Mr. Jenkinson claims that "improvements in taste occur as boys grow older, and are a direct function of growing up". This goes even further than Professor Connell's claim that children can read anything and come through "relatively unscathed". I must say I don't believe it, and even if it could be proved in a few cases that taste improves with age, I should still regard such a viewpoint as a shirking of a teacher's or a librarian's responsibility. It leaves altogether too much to chance.

I should like to spend a little time now in consideration of the forces which are at work on the teenager in our society, and show why it is most unlikely that growing up in our society will be accompanied by an improvement in taste.

Growing up in a society like ours that offers a fantastic selection of conflicting values is of course a thousand times more complicated than in a primitive society. A full account of the passage through adolescence to adulthood in a primitive tribe is given in Margaret Mead's books.

She says that, for an adolescent girl, "there are years of waiting, years which are an uninteresting and not too exacting bridge between the free play of childhood and the obligations of marriage . . . A girl has no need to seek a husband; he has been found. She may not seek a lover; she is denied the outlet of close friendship with other girls. She simply waits, growing taller and more womanly in figure, and, in spite of herself, wiser in the ways of her world".

In our society, of course, there is no single custom that officially separates the child from the adult. For some such separation occurs when they are plunged

into factory or office after leaving school; for others there are social or religious observances, like "coming out" or confirmation, that mark a step towards adult status. But it is not until the age of 21 that a boy or girl can be said to be legally and socially recognized by the community as a full adult, and in many cases where the need arises for prolonged professional training, the state of tutelage and dependence may continue to the middle twenties. Generally some or all of the years 12 to 20 may be years of difficulty. What many adults fail to realise is that problems and difficulties do not belong to, are not an essential part of, adolescence itself. They arise because of the developing boy or girl's clash with his or her environment and particularly the clashes caused by the values preached and practiced by adults themselves.

Dr. W. D. Hall has made the situation very clear in his book "The Adolescent Child".

"To the adolescent in most primitive cultures the tribe offered a single code of sex morals, few and simple vocational choices, comparatively rigid and uncomplicated rules of social behaviour and a religion which permitted only degrees of belief and unbelief. Very different is the picture in Britain or any developed Western civilization.

"The adolescent is surrounded by uncertainty and conflict in almost every department of life. In matters of sex, monogamy is sanctioned by law and custom, and premarital chastity is the accepted code; but advocates of great prestige will be found forwarding the claims of sexual experiment, companionate marriage, total celibacy, premarital licence, one moral standard for both sexes, differential standards of sex morals for men and women, and so on . . . Vocational choice appears unlimited and multiplicity of possible careers is exceeded only by the difficulty of obtaining information about them . . . Wide differences in family discipline are revealed. In one family Jack has a door key and is allowed to come in at eleven o'clock and in another William is obliged to be in by eight and account for all his movements . . . Politics,

ideals, tastes, interests, ambitions, manners, morals—all these and a hundred other most important departments of mental and emotional life offer tangled avenues among which, with more or less conflict, a choice must be made, and that at a time when, even on the physical plane, inner harmony has not been achieved . . ."

It is always surprising to me that so many teenagers find this passing from childhood to adulthood a comparatively happy time, though I know psychologists assert that it is only the few who find adolescence stormy. I am not sure, anyway, that this fact should cause us much comfort. What worries me about it is that only a small minority of our young people are intelligent or sensitive enough to find difficulty in conforming to the cultural pattern we, their elders, provide. Often, in literature at any rate, the troubled adolescents are the highly intelligent ones—think of "Time Must Have a Stop", "Catcher in the Rye", "Portrait of the Artist as a Young Man", and earlier work by Goethe, Blake and Rousseau. But certainly I feel it is no cause for self-congratulation if most adolescents find it easy to adopt the standards provided for them and find comfort and solace in the mental diet we serve them. Perhaps it sounds as if I am advocating more juvenile delinquency! That is not, of course, my intention.

If, as teachers and librarians, we are to cope with the problems of teen-age reading, we must understand exactly with whom we are dealing and the forces at work upon them. Clearly there are powerful forces at work today tending to keep us all more or less "culturally immature" or incapable of appreciating the best. We must learn to assess the relative power and quality of the influences which bear upon us and upon the teen-ager when he is at his most impressionable. It is almost certain nowadays that he will learn to read; but there is a huge task ahead of teachers and librarians from that point if he is to become literate, cultured and educated in any true sense.

There is much evidence to support the point of view that teaching is only effective in so far as the skills and knowledges

acquired in the classroom are actually made use of by the individual in his adjustment to social situations. In the case of reading for example, a rapid rate and adequate comprehension of the matter read is necessary, but these skills may be put to unsocial uses. They are valuable skills when the possessor at the same time has developed the ability to select worthwhile material for reading and in so far as he has learned to evaluate critically what is read.

It is through the library and through guidance in reading that the reading skill in this social sense can be given its real importance. But, of course, we, as librarians and teachers, are up against tremendous difficulties. The more conscious of them we are, the more we should regard them as a challenge, *never* as an excuse for helplessness and inactivity. One of the most pervasive of these difficulties remains to be dealt with here.

First, another quotation from Dr. Wall: "Socially and politically there are signs that in our society two races of men are growing up—a dwindling few to whom words, spoken or written, are the instruments of thought, and who hold discourse still to be 'man's noblest attribute'—and an increasing many who can be appealed to only through the eye. The immense popularity of magazines with the maximum of pictures and the minimum of letterpress, the circulation of newspapers which consist of photographs and comic strips with a modicum of potted comment, and the figure of 18½ million attendances weekly at the cinema . . . are all evidence. Nor can it be said that among a large proportion of those educated in our secondary grammar schools is the spirit of informed curiosity alive. How many of these will admit quite frankly that they 'had enough of that at school' when the higher pleasures of the mind come under discussion . . . ?"

Dr. Wall is speaking of England, but I think you will all agree that his remarks apply equally well to Australia. We are, of course, subjected to the same commercialized culture—so many of our books, comics, radio programmes and films come from overseas—and there is little reason to

believe, since the motive is solely commercial, that if the diet were more or even exclusively Australian the quality would be much better. When popular taste has been moulded to suit the so-called 'middlebrow' there is little hope of raising standards by a policy of '*national commercialism*'. It is still a matter of 'only that which is popular pays'. It is not a question of whether it is good enough for our young people. It just has to do.

It may be said that the Australian setting has more reality for our children, but I cannot see that reality has anything to do with setting. The reality or the legitimacy of the experience or events described will depend very much on the experience the author offers the reader and whether that experience will increase his knowledge of himself, others and the world he lives in. Thus it does not matter what form the book has, or the setting—fantasy, symbolism, satire, humour, realism or poetry, drama, fiction—the criterion of quality is the author's power to throw light on some of the innumerable aspects of our existence.

In the great maze of alternatives before him, this is something of which our teenager is very much in need. He does need emotional education and enlightenment through his reading. And as librarians we have to keep asking ourselves—is he getting it? Are our school libraries providing the experience and knowledge of life through fiction—or are they doing anything to perpetuate habits in reading and of "escape" on the level of the commercial culture I have just described?

Most of the surveys I have studied support the view that the age of 12 or 13 marks the beginning of what is called the "reading craze", the period of maximum reading, and that there is little evidence of an interest in book reading continuing right through High School. A number of investigators note also that this age—12 to 13 years—is plagued by the series books.

As this is the age when there is a particular appetite for reading, my husband and I undertook a survey of the reading habits and tastes of the First Year children in our district—Moss Vale, Bowral and

Mittagong in New South Wales—and studied 326 children in six different schools. We purposely took them from different types of schools in an attempt to find out what influence the school and the type of education offered were having on their reading habits. We took a country High School, a central school, a Roman Catholic convent for girls and a Roman Catholic college for boys, an independent girls' boarding school, and our own school—a Church of England boarding school for boys. In all these schools there was a school library and in three of them a teacher-librarian. Some had access to the public library, but in all except Frensham, the girls' independent boarding school, and our own school, Tudor House, we discovered the children got most of their books from home and used the school library and the public library in that order. From home includes, of course, books given as presents, given by parents or bought out of their own pocket money. But even so, we thought this surprising. It indicates perhaps that if the books in the school library are adequate (and of course if the librarian is adequate!) they will be used and children will not be forced to go so much outside the school for their reading. Outside, as our investigations made apparent, the books they get will be on the whole of poor quality or at any rate no better than the current level of popular taste. One of the indications of this level is that 32 per cent of the children we questioned said that their parents also read their comics . . . and I doubt if much of this reading was done for reasons of censorship!

In answer to the question "What was the title of your last school prize?" we had the first hint that schools may not be doing much of value to raise popular taste. Among the 126 school children who said they had received a school prize at some time or another, 59, or nearly half, received fiction that could only be described as trivial—including a number of Enid Blytons and books by W. E. Johns. Not all schools give prizes but surely these books that are treasured as a record of achievement should be of some

lasting value—and that does not mean they should be unreadable or dull editions of classics of years ago.

We also asked for the title of any book recently recommended in class by a teacher, and the answers to this were not encouraging. 200 titles were mentioned and 101 of them were classics. Only 38 were good contemporary fiction, and one title mentioned by most children in one class—it turned out to be a class reader—accounts for half of these. In fact the good contemporary children's fiction recommended by teachers did not amount to more than 3 per cent of the total recommendations.

That brings me to the question "Who are your favourite authors?" which gave us some answers highly significant, I think, for this talk. Fifty-three per cent of all girls and 31 per cent of all boys named Enid Blyton, and 39 per cent of all boys named W. E. Johns. But for individual schools the figures ranged from 68 per cent for Enid Blyton down to *nil*. At one school not one child named Enid Blyton as favourite author—and only 9 per cent at another school. Similarly with Johns—from 56 per cent of boys at one school down to none at all at the other.

Now there could scarcely be more convincing proof than this that a school, or the teachers and librarians in it, can influence the reading taste of the children in their charge. Certainly the two schools which have virtually eliminated Blyton and Johns are boarding schools, but there are no indications that the children revert to these two authors during the holidays. Among the favourite authors at these two schools are Arthur Ransome, Noel Streatfield, Kitty Barne, Elizabeth Goudge, Mary Patchett, Rene Guillot, Geoffrey Trease, Richard Armstrong, David Scott Daniell, Ian Serrailier, C. S. Lewis, William Mayne, Peter Dawlish, Ronald Welch, Henry Treece, Margot Benary—and *not a single one* of these authors is mentioned by any boy or girl at any of the other four schools we investigated!

Again, it would seem a fair conclusion that a *good* school library can do a lot for

teen-age readers. Unfortunately, good school libraries are still lamentably few, aren't they?

Of course, I cannot claim universal truth for what our investigation seemed to reveal. What is needed ultimately is for large groups of children from different schools to have their reading habits and influences examined in this way, and for the same children to be re-examined in late adolescence and again when they are fully adult. Only thus can we hope to find out what significance the development of good reading taste has. Does it make for a better adult? In what way is the adult with poor reading taste handicapped? Does it really matter or not? I believe personally that it is extremely important, even without benefit of statistics. I believe that good reading is a badly-needed civilising influence. That librarians have, in fact, the chance and the responsibility to foster a real improvement in the culture of our civilization.

I think it may be said from our investigation, incomplete as it is, that the influence of the school and the library on the reading tastes of the majority of the children in our district was not a force in the right direction; that it moved more towards the compromise of investigators like Mr. Jenkinson in "What Do Boys and Girls Read?"—in that it took for granted that what books were popular among this age group must be of some use to them. In two of the boarding schools only was there any attempt to mould taste and satisfy the appetites and emotional needs of the young adolescent of 12 to 14 years.

If we take no advantage of the time when the appetite for the written word is at its greatest—then how can we be sure that we are really doing anything of value with the teen-age reader before he becomes firmly entrenched in the Westerns, mysteries and romances in the adult section of the Library?

The tendency of commercial culture to remove any barriers that might exist in age between the adolescent reader and the adult of average intelligence, and provide books, films and programmes that are

interchangeable, is also being perpetuated by some libraries. This can be seen in the habit that has grown up of fobbing these adolescents off with "harmless" fiction by authors like Georgette Heyer, Anne Hepple, Baroness Orczy and Leslie Charteris. This is a very negative approach and is only an admission of defeat. Others are daunted by backward or handicapped readers, and jump to the conclusion that *any* book they read will satisfy their needs. The 1942 Harvard Report on "The Training of Secondary Teachers" gives a salutary warning on this point. It says "The decision that a group of students is incapable of profitably reading great works should not be hastily arrived at", and goes on to cite the achievement of a skilful teacher of a class of delinquents who, at the end of a year, had them reading Shakespeare and Dickens and voting them their favourite authors. "The year's progress", says the Report, "was a feat of adroit pedagogy and an exciting work of human reclamation".

There is plenty of "exciting work of human reclamation" awaiting librarians; and it was never more important that the school librarian must be a reader of his fiction and have a detailed knowledge of it as an educational tool in providing the necessary emotional training for its users.

I conclude now with another quotation from Dr. W. D. Hall, whose wise book on "The Adolescent Child" should be studied by all concerned with teen-age reading. Here, I think, he sums up well the ideal towards which we should be working:

"On the school rests the responsibility for the refinement of emotional response through aesthetic education. If interest in music, the arts, and particularly in literature, is to arise at all, it is most likely to dawn in the late teens. The intensification of a taste for reading can be directed so that, finding his struggles reflected in books, his ideals coherently set forth in action, his philosophy taking shape in eternal verse, the youth loses something of his loneliness and sees himself truly at one with the past and future of his race."

Censorship in Public Libraries

*The following is part of a report on this matter made to
Burwood Municipal Council, New South Wales, by its
Librarian, Miss Madeline Dunkerley, B.A., Dip. Ed.*

I wish to report to Council as follows regarding the objection which I am informed has been made by a borrower, on moral grounds, to one of the Library's books.

This book was selected, as is almost all the fiction in the Library, other than the works of standard authors, on the basis of at least one review appearing in a reputable periodical. The periodicals I regularly consult for the purpose are the *Times Literary Supplement*, the *London Observer*, the *Listener*, the *New Statesman*, *British Book News*, the (American) *Library Journal*, and the Saturday issue of the *Sydney Morning Herald*. I append the copy of the *Observer* of 18th March, 1956, in which this book was very favourably reviewed. While such reviews are concerned with literary rather than moral standards, it can be said that no publication of the kind that is intended merely to satisfy an interest in pornography would receive any kind of notice, even unfavourable, in these periodicals.

Beyond that I do not feel called upon to go in defending the moral outlook given expression in the work in question. Nor, although I have read it, do I think it is relevant for me to give my personal opinion of that aspect of the book. Even if I had been as shocked by it as the person who has made the complaint, I should not regard it as either my right or my function to impose my own personal standards on the adult members of our community, for whose benefit and at whose expense the Library is maintained. Nor does it seem to me to be the right or function of the Council itself. Powers of censorship are vested, in different ways, in both State and

Federal authorities, and, as is proper in a democratic community, those affected by their decisions have the right of appeal against them. When we know a book to have been banned by State or Federal law, we of course do not keep it on our library shelves. Otherwise my choice of adult fiction and literary works is not influenced by moral, religious or political considerations, nor do I think it should be.

It must be obvious that there is always a likelihood that some readers will be offended by some books, for moral, religious or political reasons. Especially is it likely that much modern writing, with its open discussion on matters of sex, and also at times of the seamier side of life, will repel some people. They have the right to be repelled and the right to express their repulsion, but not the right to force their standards on others by demanding the suppression of what they dislike. If in a single instance Council were to defer to the opinion of one individual in such a case, it is hard to see where one could make an end. Every reader who found something to object to in a book might reasonably expect that his opinion would be equally respected; and we should be continually withdrawing books for one or another reason.

At the same time there would be, quite certainly, as much objection to such withdrawals. The book in question in this instance would, I should say, not generally be found as offensive as a great many others, including some by noted writers of the day, which would certainly be in considerable demand. If those readers who wanted such books were told they could

not have them because other readers disliked them, both the Library and the Council would be under fire—and, surely, rightly so. In this case thirty-two other people have borrowed the book besides the one who has complained of it. Whether or not they all approved it none complained of it, so that it seems likely that the majority would not favour its suppression.

I believe that any such suppression would violate the very principle implicit in the establishment of our Library as of all free, public libraries—that is, the right of all

adult persons to read, as to think, for themselves. As the matter has been raised, it seems that it would be useful to have a declaration by Council of its policy in this respect.

MADELINE DUNKERLEY,
Chief Librarian.

The Council resolved that the report be received, that a copy of it be forwarded to the complainant, and there be placed on record Council's appreciation of Miss Dunkerley's complete and able handling of the subject as outlined in her report.

Internships for Overseas Librarians

The Secretary of the Library Association of Great Britain has informed the Honorary General Secretary that the Council of the Library Association has approved a proposal by its International Relations Sub-committee for the sponsoring of a Programme of Internships for Overseas Librarians. With the co-operation of several large public and other libraries arrangements have been made for internships lasting one year to be offered to young qualified librarians and students of librarianship from countries in the British Commonwealth.

The purpose is to provide an opportunity to work in libraries in Great Britain to widen the professional experience of young librarians, and for their own libraries to benefit from the experience gained when the participants return home at the end of their year's stay here. To foster a closer understanding of the relations between the peoples of the Commonwealth.

The internships are open to:

- (i) Librarians possessing a recognised library qualification and under 30 years of age.

- (ii) Student librarians over 21 years of age with not less than three years practical experience.

All applicants must be English speaking and be British subjects.

At present all available internships are in large public libraries, urban and county, and are for a period of one year. Applicants with a recognised library qualification will be assigned to professional duties and will receive a salary not less than £575 per annum. Students will be assigned to normal duties of staff in training (including professional duties under supervision) and will receive a salary in accordance with their age and experience but not less than £400 per annum. Interns will be granted vacation leave with pay on the same conditions as the permanent staff in the library to which they are appointed. Transportation costs to and from Britain will be the responsibility of the intern.

Applications must be made on the special forms provided. These are available from the Honorary General Secretary, Library Association of Australia, C/- Public Library of New South Wales, Macquarie Street, Sydney.

Classification

(Paper for discussion by the Special Libraries Section of the Library Association of Australia at its Conference, 1957, Adelaide.)

By JOHN METCALFE

Definitions

Classification of libraries, literature catalogues and indexes, and bibliographies now means their classification by subject and/or form, usually with some system of headings, and/or a notation, implying class within class, or class inclusion, or looked at the other way round, a subdivision of classes, not *ad infinitum* but *ad infimam speciem*, and even subdivision beyond classes, genera, and species of things, to the individual, that which can be a member of a class, but cannot be further divided into classes, which is the meaning of individual.

This is the subject of discussion; it is classification, or logical division, of literature by subject, but in the use by logic of its own terms, no more classification and logical division, than alphabetical arrangement, which is a classification of subject names by their spelling in the accepted order of the alphabet. And it is no more philosophic or scientific classification in the sense of logic, or any other sense, than alphabetical arrangement. By scientific or philosophic classification logic meant a classification, such as the evolutionary classification of animals, which proves a scientific or philosophic hypothesis. In another sense an arrangement or classification is scientific if it serves its purpose efficiently; the purposes of literature classifying, cataloguing, etc., are its indexing by specific or particular subjects considered in isolation, or its display or survey in comparatively broad, more or less sub-divided subject classes, and given either of these purposes, or both in some combination, then in a now common sense of the word that arrangement or classification is scientific

which best serves the purpose or purposes, and whatever economy is necessary in their service.

This explanation may be, indeed should be elementary, but it still seems necessary because, for example, even in this year we find UDC in a new edition of the Abridged English Edition, being called a "classification in the strict sense", by subject, "in which the arbitrary and often haphazard systematization of alphabetical and other arrangements is avoided". A little more reflection and less assumption would have suggested that any systematization can hardly be arbitrary or haphazard, and that statements such as this one beg the whole question which is at issue in the comparison of classified and alphabetical methods of cataloguing, the question not of one being in some sense scientific and the other not, for any purpose, but the question whether given different purposes in cataloguing, one is more scientific or efficient than the other for a given purpose.

Another explanation which still seems necessary is one of the difference between classification and notation. The latter is a numbering of subjects, or subject classes; it may have its own progressive subdivision, but the mere attachment of such a numbering system to a list of subjects does not classify them; in fact what may be called the terminal subdivision of subjects in all the classifications is often arbitrary or haphazard; the numbers given to the arrangement don't make it a classification and they have not the indexing capacity which alphabetical order has. There is a kind of notation or notation use which is called synthetic classification, but what is syn-

thesized is the notation, rather than the classification.

Another important point is that though we may use the words subject classification for convenience, what we are classifying is not subjects, but literature by subject, which has already been classified, or which we classify first, so that we may then classify literature. For example, we may adopt a classification of some animals as mammals, by their mammalian characteristics, but what we then classify the books by is not their mammalian characteristics, but simply by that of being on mammals. These points may seem either elementary, or of little practical importance, but almost all present day confusion and competition in bibliographical classification arises out of a failure to understand and apply them.

Shelf Classification

There is some dispute of the merit of shelf classification by subject for some kinds of library, but very little, and shelf classification in principle is taken for granted here. There is also dispute as to how fine or minute shelf as opposed to catalogue subject subdivision or specification should be. The 15th edition of DC, contrary to all preceding editions, is only intended for shelf classification, along with an alphabetical catalogue, and intended only for much less minuteness than is possible with the editions from about the 10th to the 14th. Without necessarily accepting the degree of broadness of the 15th edition of DC the assumption here is that subject distinction need not be as specialised on the shelf as in the catalogue, whether this is alphabetical or classified, and this question is not further pursued.

With classification assumed for the shelf there is still a question of which of several ready made classifications, both general and special, or of yet another still closer to the heart's desire of whoever is doing the classifying and wants to build their sorry world anew; and a question as to whether some ready made classifications are better for the shelf than for catalogues or bibliographies, or the reverse. Something may be said of these two questions with reference to particular classifications, if at all.

Classified and Alphabetical Catalogues

Another and more burning question is that of classified or alphabetical arrangement for catalogues, bibliographies and indexes, because there is not that almost unanimous agreement on classified arrangement for catalogues, etc., that there is on it for the shelf; there is an opposition of classified and alphabetical which may be said to split the library and bibliographical world.

Only conclusions can be stated here, without going over all the arguments; they are that the question is not one of either/ or for all purposes, of a scientific method for scientific libraries and an unscientific but workable method for popular or public libraries, but of different methods for different purposes; that alphabetical catalogues or indexes are better for what may be called specific reference to, and classified bibliographies for what may be called generic survey of, subject literature; that as library catalogues and periodical indexes are mainly used for specific reference, as are most encyclopaedias, both popular and scholarly, they are better alphabetically arranged; that as bibliographies, and especially those published in periodical, uncumulated parts and called abstracts, are used for generic survey, at least currently, and as they must be alphabetically indexed in any case, because they are not cumulated, they may as well be classified. This combination of classified current issues and an annual alphabetico-specific index suits their use first for current generic survey, and then for backward specific reference, and also suits their economy, in which the cumulation, not only of entries or 'references' but also of the abstracts could hardly be afforded, in cost, consumption of space and difficulty of handling. But it should also be noted that their economy also requires a serious limitation of their use of classification, even in current issues.

Alphabetically Indexed Single Entry

An assumption is made here that what is ideal, what is most efficient and economic for bibliography or index consultation, though not necessarily for compilation, is the entry of all literature on a subject at one

point, which means multiple entry of documents on more than one subject. Some of the abstracting journals have single entry of documents with cross reference from other headings or class numbers. Others, for example, *Chemical Abstracts* and *Plant Breeding Abstracts*, rely entirely for added entry on the alphabetical index, which does not appear till the end of the year, and on this delayed indexing as indexing of particular documents as well as of the classification. So these are really not purely classified bibliographies; for most of their use they are indirect alphabetic-specific bibliographies; and in fact there are very few pure classified catalogues, bibliographies or indexes in the world.

The hybrid classified, or indirect alphabetic-specific subject index has sound arguments in its favour in compilation economy, and even in consultation efficiency when abstracts are included with entries, though the *Engineering Index* shows that in annual volumes, without cumulation before or after, there can be direct alphabetical indexing with abstracts; but even in this there is a large amount of alphabetic-classed entry with cross reference from specific subjects in the documents so entered, instead of added entry. The point here is that this hybrid indexing should not be opposed, as it is, as pure, scientific classified indexing, to what is much purer, and at least as scientific alphabetical or dictionary indexing, in such dictionary catalogues as that of the Library of Congress, and such periodical indexes as those published by the H. W. Wilson Company.

Synthetic and Faceted Classification

The latest school of synthetic classification, the (British) Classification Research Group, with its 'faceted' classification derived from Ranganathan, says "in the classified index itself, a compound subject need be entered only once—under the compound class number which uniquely represents it", but then "in order to help the searcher the usual cross references are needed in the alphabetical supplement" (LAR July 1955). This is typical of the synthetic classification double talk in which the alphabetical index is played

down, somewhat like the unfortunate girl's very small, but still illegitimate baby. In less confusing language the classified index is the catalogue or bibliography, and the alphabetical supplement is the index or key to this, without which it cannot be readily used even if it has multiple entry of multiple subject documents, and without which it cannot be used at all as a catalogue if it has only the single entry which they assume, whether this single entry is under or by compound or synthetic class numbers uniquely representing each document or not.

The confusion of classification with this codified specification, not of subjects under which documents would be entered, but of the documents themselves, seems still to be determining the thinking of Ranganathan and his followers, though the UDC school with which it and synthetic classification began, has shaken itself fairly free of it. Even Bradford in his *Documentation* in 1948 said that the aim was not to specify the document, that this specification was not classification, and was a "small logical error" in UDC, which he blamed on Dewey, who never even thought of it. Otlet's first idea was simply the compound number, not as a means of avoiding multiple entry, but of facilitating it; the compound expressing all the subjects and subject aspects of the document was to be permutable or reversible, so that once having been made it could be used for all entries of the document without fresh classifying. But then he and his followers became fascinated with the means, the representation of documents by numbers loosely called classification numbers, and made it an end in itself, for about fifty years, and threw classification thinking into confusion from which it has not yet recovered, and which has been confounded by the Ranganathanites.

They have developed the idea of class numbers as a guide to alphabetical indexing by what they call 'chain procedure'. For example, a book is classified at 636.3, which represents Useful arts—Agriculture—Animals—Sheep, and each term in the 'chain' is to go into the index, Useful arts 600, down to Sheep 636.3. To this extent this was not a new idea or a new procedure;

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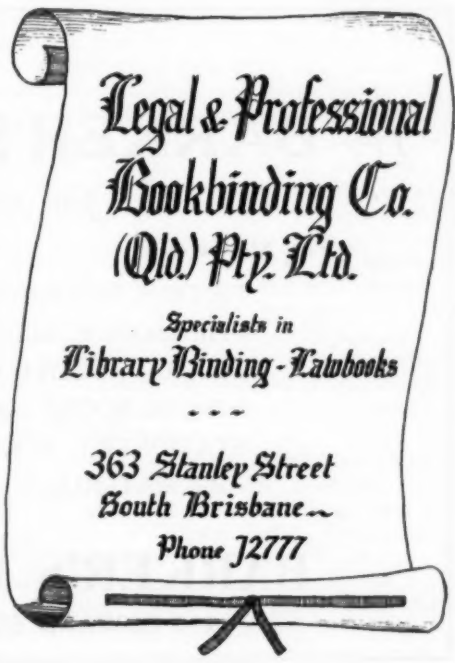
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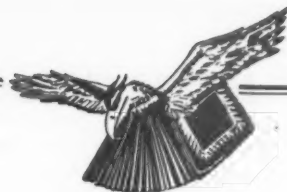
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there just isn't anywhere in Ranganathan any idea which is not a fantastic complication of something taken from somewhere else without acknowledgment. But the school has gone on to the point of "the need for a faceted classification as a basis of all methods of information retrieval" (LAR July 1955). Compound class numbers are to be elaborated, and then broken down to provide even the headings and cross references for an alphabetical catalogue or index, and even for example, for a periodical index, in which they have no other use. In what some will hope are the last desperate efforts to prove classified superior to alphabetical indexing for all purposes it is to be an essential and superior means of compiling alphabetical indexes; without going into other difficulties it is clear that there is not going to be the setting up of complicated class numbers for every article in any one of the Wilson periodical indexes merely as a preliminary to alphabetically indexing them, and that a school or group which makes such a suggestion seriously is out of this world.

'Faceted' classification is only Ranganathan's pseudo-scientific confusion of the essentials of what his school tries to distinguish and dismiss as "enumerative" classification. The final source of the confusion seems to be a failure to distinguish the classification of subjects by their characteristics from the classification of literature by subject. The (British) Classification Group in the 'memorandum' already quoted, argues that the older classifications are not true to their own logic because for example, Light, Heat and Electricity, are not kinds of species of a genus Physics, but parts or branches of the subject, and appears to think it has got out of this logical difficulty, and made a new logic with Ranganathan's 'facets' and 'foci', which change from subject to subject, but are supposed to be related to some fundamental facets or categories of Space, Time, Matter, Energy and Personality. This pseudoscience is not logic, and the older classifications are quite logical, because what is being further divided into classes is not Physics, but the literature of Physics. This illustrates the danger of librarians, who may also be doctors of

science, dabbling in logic, epistemology, and semantics, which are not necessary for librarianship and documentation, and in which they have had no training and taken no degrees. Ranganathan was a mathematician put in charge of a university library.

Ranganathan's original claim to fame was his development of an idea which had already appeared in UDC. Besides using notation synthesis to provide a reversible number for the multiple entry of a document it was used to make up numbers for subjects which were new, or at least new to the classification, and not in its tables. For example Bradford's Science Museum gets a number for chiropody by combining the number for the anatomy of the foot with that for general treatment in pathology, and either way round the result is misclassification of the subject, because chiropody is not a part of anatomy, or of general treatment in pathology. Ranganathan developed this first as a means of saving space in classification tables, without any regard for the waste time and the inconsistencies and inaccuracies which resulted from classifiers making up their own numbers for such things as the brewing of beer; and then later as a means of making classifications self-perpetuating. His theory was that by analogy with chemistry knowledge consists of a fixed number of elements, which he called Fundamental Constituent Terms, out of which all Derived Composite Terms could be made, as chemical compounds are made; then as the atom came into the news and nuclear physics he switched from chemical elements to physical nuclei, and got down to his Fundamental Facets of Time, Space, Matter, Energy and Personality, without the slightest authority or support from any but his own philosophically and logically illiterate followers.

In the practical result, in his own classification, Typewriting, for example, has what he calls a 'canonical' number, and is apparently a Fundamental constituent term; Shorthand is not, and he makes a number for it simply by combining M, for Useful arts, with P, for Linguistics. M with BI Arithmetic might have been techni-

cal or applied arithmetic, but he uses it for Calculating machines. We can proceed in this way, as we do when we combine the word fire with the word water, and decide that it will not mean water for putting out fires, but hard liquor, which is not quite the same thing as hard water, which may be used to make soft drinks. But the result is not classification, because instead of achieving the grouping of like subjects it defeats it. The level of education amongst librarians, the present astrological or alchemical stage of what they call a science and a profession is indicated by the fact that this stuff has been taken seriously in Great Britain, and even by a few librarians in America and Australia.

Classification and Notation in an Abstracting Journal

Provided we do not, like whoever it was in Alice in Wonderland, insist on words meaning what we want them to mean, provided we stick to the original and still generally accepted meaning of classification, then notation is only a means of numbering classes for the purpose of keeping them in order and referring to them. Once a notation is not used for this purpose then we do not need it, though we may still use the classification to which it belongs. The history of *Plant Breeding Abstracts* provides a good example of this.

It began by giving UDC compound numbers, but with single entries, so that the numbers were not used in reverse, and with an alphabetical index referring to entries by running numbers covering a whole volume, so that the notation, even as a simple one, was not used to refer to the entries, or to keep them in order, since they had fixed location on numbered pages, and in addition had their own running numbers. Then for a time it was persuaded by Bradford's alphabetic arguments, and had an alphabetical 'key' which referred to a classified 'decimal reference index', really a list of compound numbers from which there was then reference to the entries by the running numbers. It is still quoted in Bradford's *Documentation* as an example of what can be done with UDC and its notation, but apparently it was hard to

persuade users that this doubly indirect method of reference to the abstracts was better than the singly indirect method of reference from the alphabetical index by the running numbers. And lately although its single entries are still arranged by the classification of UDC the notation is not used at all.

UDC numbers would be useful to anyone wanting to keep a cumulation of the abstracts, but they are of no use in indexing the abstracts as published, because there are no added entries under reversals of compound numbers, and other numbers are used in indexing. This illustrates the difference between a classification and its notation, and the possibility, and the desirability in some circumstances of using the former without the latter. Yet apparently it took men like Hudson and Richens at the research headquarters which publishes *Plant Breeding Abstracts* years before they ceased to be blinded by the pseudoscience of UDC generally and of Bradford in particular. And UDC has been freer of pseudoscience and muddled bibliosophy than both Ranganathan's CC and faceted classification generally, and Bliss's BC.

Classification in Mechanical Indexing

The arguments for the use of classification and alphabetically indexed single entry in published abstracts do not apply to cumulative card catalogues. If these are classified they do not need be limited to one entry for each document, but then as they are cumulative and may be used more for backward specific reference than either backward or current generic survey they may be more useful with alphabeticospecific than with classified entry. And the same arguments apply essentially to mechanical indexing or selection. Its economy is in compilation, not consultation, and so far only within very limited ranges of indexing.

In the technical terms or jargon of the computing and related machines there is not yet practicable a 'rapid access random memory' with enough 'bits' of information in it to cover the headings and entries of even a medium sized reference library catalogue. In a punched card system the cards have to be sorted right through one

by one to arrive at a wanted entry, which could be the last one: and above a comparatively small number no amount of mechanical speeding up makes up for the human rapid access memory, by which we can go directly to M in A to Z, or to 621 in 000 to 999 without having to sort through.

Within their range the indexing machines, using punched cards or film, are economical in compilation because they allow of a single entry with multiple coding; this may be compared with the tracing notes on a manually operated unit card; but instead of added entries being made the single entry can be sorted out for any one of several tracings or 'codings' along with other entries with the same coding. This economy is purely mechanical, and can be used with either codings of subject names directly, or codings of classification numbers.

The much more questionable economy of coordinate indexing is also one of compilation, through a reduction of entries and

references; this too is only efficient within a limited range, though for somewhat different reasons. It can be classified as Batten's is, or alphabetical as Taube's is; it can be entirely manual, or mechanical. But in mechanical indexing its advantages become even more questionable, because this allows of single entry in any case, and it is just as possible to codify two, or more subjects in relation as to codify them separately, and as there is then no need to co-ordinate them for selection the operation of the machines remains simple or simpler than it would be with coordinate setting.

This, however, is getting away from the subject of discussion which is classification, but it may be noted that classified coding, or as it has been called by Perry and associates of the American Chemical Society, generic encoding, is not necessary, or even desirable, in mechanical indexing, whether the classified coding is the alphabetic-classed type proposed by Perry, in which for example, Animals might be AN,

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or rather punched card holes coding AN, and Dogs might be ANDO, or a coding of a notation such as UDC's, which has been used in Great Britain. The (British) Classification Research Group seem to think that an hierarchical notation must be used in mechanical indexing, and that it therefore has this too in the bag. But in his Rapid Selector Shaw took subject headings as they came, which was not necessarily at random, and then gave them running numbers which were coded on his film; and in his Zatocoding Mooers uses true random coding of subject names, and is strongly critical of any classified coding, based on the spelling of names, or on the notation of a subject classification, just because it cannot be random coding, and according to him must be less efficient. But he does not clearly distinguish between coding and selection efficiency on the one hand and indexing efficiency on the other.

The New (1957) Edition of the Abridged UDC

Now coming back to the choice of classification for the shelf and/or for a catalogue or bibliography. The readymade classifications at present most under discussion for special, and some other libraries, are UDC, Bliss's Bibliographic or BC, and some version of Ranganathan's 'faceted' classification, if not his own impossible CC, impossible if only because he has now mixed Greek letters into his notation as well as upper and lower case Roman, and figures. He isn't worth more powder and shot. UDC is well known, but something may be said of its latest edition, and BC has been introduced into two Australian libraries so far without any general discussion or canvas of its merits.

A second edition of the Abridged English Edition of UDC has been published this year; it is still the only complete edition in English; it is a great improvement on the first Abridged edition in its tables, index, and introductory matter, and this is better than that in part I volume I of the Complete, but still incomplete English edition, begun in 1943.

There is a Note on the Dewey Decimal Classification and the UDC which gives

Dewey more credit than formerly, and even some his reputation would be better off without. It shows misunderstanding of what he contributed to the indexing of classifications and classified catalogues, through the common misunderstanding of what he meant by relative index. He began showing subject relations or aspects or 'standpoints' in his second edition in which he first used the term relative index, but he did not mean showing subject relations by this. He meant simply referring to any material classified through the index by the classification notation, by which the material was to be kept in 'relative location', however its 'fixed location might remain fixed or be changed; we now take this method of indexing classified material so much for granted that we do not realise that this was Dewey's great innovation, and his 'Dewey system' far more than the Decimal notation, or the indication of subject relations. It was in this that every subsequent system copied Dewey, without acknowledgment. Before his day classified catalogues were usually approached through a synopsis or summary, and if one had an index it was not relative, but referred to page numbers.

The credit he is given for the "synthetic principle" also needs qualification for the sake of his reputation. His constant or mnemonic form numbers were no doubt a beginning of UDC's auxiliary tables; but his occasional "divide by the whole classification" was scarcely a foreshadowing of the wholesale use of UDC's colon compounding of main class numbers, for either document specification, or reversible numbers for added entries, or for the even more questionable making of entirely new subject numbers.

In the 1948 Abridged edition someone who was Bradford or was quoting his Documentation published in the same year said the aim was not "merely to specify" the document. In the 1957 edition this document specification is not even mentioned. The colon compounds are recommended "to link related concepts" (p.8), and so that a document may be automatically entered in more than one place, "the numbers being reversed to ensure separate entries for the

coordinate ideas" (p.11). But simple numbers also seem to be recommended for different entries for the same document when it is said, "do not hesitate to assign two or more UDC numbers if the document presents several distinct subjects or aspects of a subject . . . filing and retrieval are simpler and quicker if separate entries are made for each UDC number assigned" (p. 8); but it is not quite clear whether this refers to the use of simple, unpounded numbers, or to multiple entry instead of alphabetically indexed single entry.

Elsewhere (p. 10) reversible colon numbers are recommended rather than analytical subdivisions which cannot be reversed, so that there can be multiple entry, and no "hiding" of information. But it is also said at this point that "in library catalogues, the subordinate aspects of each heading may be effectively and economically displayed in detailed alphabetical subject index built up by the classifier for the particular collection . . . there will be no real need for second entries . . .". This is a long way from the 'proof' by Pollard and Bradford in ASLIB proceedings for 1930 and 1932 of the inadequacy of the alphabetical subject index, and their's and Donkers-Duyvis' idea that the index is unnecessary, almost. But it is also getting uncomfortably close to the single entry with alphabetical indexing of the Ranganathanites, and although there is no mention of indexing by 'chain procedure' the language seems to be very like that of the (British) Classification Research Group. And whereas Bliss and Ranganathan had to go chasing after UDC and its synthetic classification now it looks as if UDC in England is chasing after the Ranganathanites.

As in the first edition and in Bradford's Documentation the use of colon compounds in place of subordinate auxiliary numbers, but with supplementation by the Point of View table, is advocated. There is an admission that in some circumstances colon compounds can "yield a somewhat haphazard arrangement" within a subject, (p. 24), or what Bradford called, using Paper or 676 as an example, "a muddle of a thousand items". This will happen more than is admitted in this second edition, and the

Point of View table is not the remedy it is supposed to be. It is itself no more than a decimalised office correspondence classification, and when a number is first subdivided by its never less than three figure numbers and then further by main class numbers the result is hardly a jewel on the outstretched hand of time. The trouble is that subject subdivision requires both straight colon compounds and the Point of View table, and the confusion of each separately is confounded by both together.

In the first edition the filing order of extensions of the same number was hyphen analyticals, point nought nought Point of view subdivisions, and point nought analyticals, which was the correct or natural notation order, but left the closely related analytical or process subdivisions divided by the Point of View table; this was one of Otlet's prime, elementary blunders. Now without comment the order is given, as for example, 675.007, 675-78, 675.02, which is an arbitrary order in contradiction of the decimal order of the numbers, and the change is out of the frying pan into the fire: the logical order was wrong, and now the arithmetical order is wrong.

Much less is now made of the alphabetical and non-decimal numerical subdivision of subjects; this too was out of logical order in earlier editions, because instead of coming after all aspect, process and form divisions, of a subject, it came in the middle of them, although it is used for further subject specification, as in biography. Now in the "Filing order of compound UDC numbers" (p. 11) it is not given at all. So another prime blunder of the amateurs who originally made UDC is sidestepped, without comment.

On the whole in this edition UDC is left more workable than it was, for "practical purposes", and it is much better explained, and shorn of Bradford's pseudo-scientific, pretentious nonsense. But its fundamental misconceptions and mechanical errors are still rooted in it, and are still likely to cause more trouble in practice, in both compilation and consultation or 'retrieval' than is admitted; and it is still hard to see why BSI should ever have

given it the advertisement and recommendation of being a 'standard'. However, because of its decimal notation, its relation to DC, its freedom from bibliosophical nonsense, and the organization there is for its maintenance, it still has more promise than all the other general classifications except DC and LC.

*Philosophical Classification in DC,
UDC and BC*

In the first edition of the Abridged UDC, after saying it was not a philosophical classification of knowledge, someone, presumably Bradford went on to explain the philosophy of DC, "to remove some slight misunderstandings, for instance, that this Dewey classification has been derived from Francis Bacon's classification of knowledge". Such things as facts and a little scholarly research never troubled Bradford; Dewey himself said that his classification was "the inverted Baconian" of the St. Louis Library, but he was scarcely interested in classification, as distinct from notation, philosophical or otherwise; he simply took a working classification as a basis for his own, it happened to be called "inverted Baconian" and he said so. And having been told so Bacon upside down can be faintly traced in his classification.

One result of the distant Baconian origin may be the separation of Language from Literature; this is philosophical classification; it is based on a sound philosophical idea that language is a general instrument of communication, and not only one for the communication of imaginative literature. But in nearly all the studies which it is the business of libraries and bibliographies to serve the study of languages, and even of language or linguistics generally, are associated with the study of what is called literature. And all library classifications which have been practically successful have fairly closely followed the associations of subjects and studies of their day, though the modern general classifications all have some minor instances of philosophic classification, in contradiction of ruling associations, in them, for example in different classifications, Aesthetics in Philosophy, Etiquette in Ethics, Games in

Customs, whereas Aesthetics is associated with Art and Literature, Etiquette with Customs, and Games with Music and the Theatre.

The idea of library and bibliographical classification following established subject associations, however these may be criticised philosophically, is taken here as basic in any theory of library and bibliographical classification. But for some writers, Sayers for example, and some classification makers, classification theory means not a theory of bibliographical classification, but some general, philosophical theory of a classification of knowledge, which they say bibliographical classification must follow, and this gives rise to two questions; is there any such theory generally accepted, and if so is bibliographical classification necessarily bound to it. But the second question does not arise, because the answer to the first is that there has never been, and probably never can be, in the nature of classification, any one general classification of knowledge. But in the latter half of the 19th century, when librarianship became most in need of a sound theory of classification, the popular philosophy of evolution was developed by loose analogy from the biological theory of animal evolution, and it became a common assumption, of which Richardson in America and Sayers in England have been most representative, that bibliography should be based on a philosophical classification, which would prove to be evolutionary. And Bliss who died only in 1955, but was born in 1870, belongs to this school, as it were with knobs on.

His Bibliographic classification can be considered on its practical merits, apart from his philosophy, but it has been influenced by his philosophical theory, that in the twentieth century there began to emerge and was left to him to reveal, if only in outline, the final and permanent classification of all nature and all knowledge, for all time. His 'consensus' theory or principle has been taken to mean, even by his disciples, that at any time or place there is a 'consensus' of agreement on subject association or classification, and this idea of consensus is accepted

here. But it wasn't his idea. He believed that once and for all, as he says in one of his voluminous but obscure writings, in the Introduction to his BC, classification for all purposes is now revealed in "the systems of science and education established in the *consensus* of scientists and educators and embodied, the imperfectly, in their institutions, *curricula*, and programs". He did not take any poll of the scientists and educators; he alone made out their consensus, and where he found it imperfect he made it perfect. He said indeed, "there may be disagreement . . . but the validity of these derivations from science and logic is on the whole so patent that the importance of these conclusions must be evident and acknowledged." (His *Organisation of knowledge in libraries* pp. 219, 231). Far more people once found it evident, and acknowledged that the world was flat and that the sun went round it. But it was proved otherwise. Bliss offers no proof of his 'consensus' which has only been evident to himself.

Criteria of Classification

Now to test a classification practically we must have some criteria, or canons as Sayers called them in his pretentious way, though they will not be his muddled philosophico-logical canons. It may be said that a classification can only be tested practically in actual use, but of what use is training and experience in librarianship, or anything else, if we cannot pass some valid opinion on a proposed device without having to spend thousands of pounds of the customers' or the taxpayers' money putting it into actual operation. The supporters of other classifications who have had no working experience of LC are quick to talk about its separation of language and Literature, its crowding of the useful arts, especially electrical engineering, and so on, all of which can be seen in the tables without actually classifying any books.

The things by which we judge classifications in fact are their classification, in the sense of the major subjects in which they put minor subjects, for example DC is criticised for putting Lithography with Engraving in the Fine Arts instead of with

Printing, in the Useful Arts; the order or juxtaposition or modulation of their classes, in which DC is criticised for putting Language between Social and Physical Science, and LC for putting Education between Law and Music; their notations, and the use made of them, particularly the distribution of the notation over subjects, in which DC is criticised for having a notation with a base of ten, so that, at least theoretically it must have longer numbers on the average than a pure literal notation with a base of twenty-six, and for not allocating enough of this base to pure and applied science, as compared with philosophy and religion; their form or mnemonic numbers or auxiliary tables for common subdivisions of subjects which may include so called synthetic classification; in this LC is criticised for not having any, and UDC might be criticised for having too much; their organization for publication, for being kept up-to-date with both tables and indexes constantly revised and added to, and so on, which may be called maintenance, and in which UDC may be criticised for not having an organization so far able to bring out a complete edition in English, and Cutter's EC, however scholarly and scientific it may have been, for having none at all, so that for all practical purposes it is dead.

The first two criteria, classification and order, merge into each other, so we may say our criteria are, 1. Classification and order, 2. Notation, 3. Aspect, process and form subdivision, and synthetic classification, 4. Maintenance. And to test these criteria, and a classification to which we apply them, we can try them on Bliss's Bibliographic; we cannot be thorough, but a sampling may give us enough to say whether we think it is worth trying out in actual and very costly use. Another criteria might be degree of common use but this can lead to a vicious circle excluding a new, and therefore little used, but very promising classification; and we can say that if a new classification is better than others on the other criteria, then it should and will come into use, and so satisfy the common use criteria, which is desirable because it helps in the movement of librarians, and in understanding by users of libraries. The assump-

tion by those who have adopted Bliss for the shelf and/or the catalogue appears to be that it should and will come into use as a superior classification, and it is this assumption we are questioning. On degree of use we may note that of the about fifty libraries so far using it the majority are high school or small college libraries, with a few special libraries, mainly hospital and medical, and none except its author's own library is in America.

Classification and Order in BC

In its classification and order we find that much is made of alternative location. There are three alternatives for Religion and ethics; one is Z, following Y Literature, if Z is not used for Bibliography and Libraries; another is K between Education and History if K is not used for Social Sciences; the third is AJ, an entirely free place, which would put them between Psychology and General Science, if AI were the preferred alternative for Psychology, but otherwise between Metaphysics and General Science. The only one with association or classification value is the last, which corresponds somewhat to other classifications. There is no alternative for AK Science in General, which follows either Metaphysics AH, or Psychology AI; Science in general is then followed by Logic AL, and this by Mathematics AM-AY, both without alternative.

What benefit is there in the alternatives for Religion and Ethics; what benefit is there in putting Logic without alternative between General Science and Mathematics? It is true that in recent years logic has been brought more into the study and teaching of mathematics, but it is still taught mainly in the schools of philosophy, and not in those of either Science or Mathematics; so it looks as if in fact Bliss has contradicted the consensus of the past, present, and likely future, and imposed a philosophic judgment of his own, without even alternative location.

What he calls Social Anthropology and Social Ethnology, are in Social Science, which if it is K is separated from C Applied social science, and if it is P is separated from Education, and from Psychology,

whether this is AI or I. Physical anthropology is in a major class H, called Anthropology, but including "the Medical sciences, Hygiene, Eugenics, Physical training, Recreation, etc."; Anatomy and Physiology are separated from Pathology by Hygiene, Physical Education, and outdoor or physical sports, and these are separated from indoor games which are divided between Q Applied social science, including Customs, and V Fine arts and arts of expression, yet this is supposed to be superior practical classification, vastly superior to DC, which does keep what is usually understood by Medicine in one line, and does have a class for Amusements, including the Theatre, in association with Art, Photography, Music and Literature. And with all the alternative locations the system provides no alternative to this scattering of amusements or games, and the insertion of outdoor games, from Running to Roller skating, in the middle of Medicine.

For a special or departmental library on medicine this might not matter, supposing it had little or no literature on Test cricket, Rugby football and so on; it makes it impossible to departmentalise a general lending and/or reference library satisfactorily. And for both general and special libraries in other fields the split of industries between pure science classes, mainly Physics B and Chemistry C, and a class U for Useful arts and "the less scientific technology", creates difficulties. There are some alternatives as between B-C and U, which is between Economics and Fine Arts, but the Rubber industry, for example, CVR-S, cannot be got next to the Leather industry, UVH, and the Dyeing industry, UU. And even assuming that in a special library a lot that is between B-C and U won't be represented, the possible arrangements are not very promising. A preferred arrangement or order for Engineering is Electrical, Aeronautical, Mechanical, Automotive, Marine, Civil, Railways, Steam; substituting the alternatives it is, Electrical, Civil, Railway, Aeronautical, Marine, Mechanical, Automotive, Steam. Electrical, Engineering, BM in Physics has no alternative, and UH Railroads hasn't, so with either order any books on Economics, T, which a special

Engineering library might well have, would have to come in between Electrical and Railway engineering, with other complications.

These deviations from accepted subject groupings or associations followed in the other general classifications, DC, UDC, LC, and CC, are not exceptional. Many more examples, major and minor could be given. It does not need the actual application of the classification to a collection to discover them; an hour's perusal of the tables will reveal as much, or more, than thousands of pounds worth of actual classifying. And the question is do they, on the criterion of Classification and order, make it superior to the other classifications, including DC to which it is supposed to be superior?

Notation and BC

On notation there is first the general question of the superiority of a mainly pure literal to a mainly pure numerical and a mixed notation such as LC's. Against the literal notation it is doubtful that even with shorter 'numbers' these are ever put or found in order as readily as numerical numbers; even after years of compilation and use of alphabetical catalogues librarians seem to use numbers for order more readily, and for example find books more readily by the mixed notation of Cutter numbers than by full name abbreviations, even as short as three letters. And numbers seem more readily written and read on call slips than letters, which have to be in drawn capitals to be certainly legible. It is not sufficient to make length of base the only criterion; these and other factors again have to be taken into account. And we may doubt that Bliss would have made so much of his literal notation if DC and UDC had not been in first with the numerical or decimal notation. To some extent the longer base of his literal notation may allow for his alternative locations, but they still mean some waste of his notation with doubtful advantages.

In criticising any notation its general possibilities and its use in a particular classification must not be confused. The decimal notation has suffered from confusion of its general possibilities with its use in DC; for

example, the long numbers of DC for electrical engineering are assumed to be a defect of the decimal notation and its comparatively short base, whereas they are largely the result of Dewey's distribution of his notation. He made the mistake of confusing what may be the importance of such a thing as religion with its notational needs in a general bibliographical classification; he sacrificed too much for the mnemonic idea of all philosophy 1, and all 1 philosophy, and so on; and in his day it was not apparent that electrical machines had much greater developments ahead than compressed air and gas engines. If we like to make comparisons of length of number for particular subjects we find that BC with its much longer base has numbers just as long as DC's for the timber, leather and paper industries.

Given the advantage of a longer base, and assuming this is not balanced by disadvantages of writing and finding in order, then it is more illuminating to compare proportions of notation used for subjects as between classifications, and proportions used within a classification. Dewey only gave 1% of his notation to Physics, but he also gave 1% to Agriculture, which in most libraries has a diversity of literature at least equal to that of Physics; Bliss gives Physics 3.8% of his notation, and Agriculture about the same; social sciences get 10% in DC, and 16% in LC, and about 23% in BC, but within Q, Social welfare, Amelioration, and related social studies, Social security as a measure for social amelioration only gets QAN to QAP, whereas Gambling gets QKR-QKV. In BC Imagination in scientific ideas and thought has its own three letter number AKI, but Imagination in Art is V8J, an encroachment on his form numbers, and Romanticism in art is V8JJ; schools of sociology go from KAA to KAM, but schools of art from Impressionism on are all dismissed alphabetically under V8L.

Comparison with his books on the Organization of knowledge show that his own personal interests were mainly in the social sciences and the physical sciences, that he had strong prejudices about modern or contemporary art and that where he

lacked interest or had prejudices he allowed comparatively little notation, and often substituted alphabetical suborder for the classification he attempted where he was interested. There is a lot to be said for alphabetical suborders as they are frequently used in LC, but Bliss showed strong prejudice against alphabetical arrangement, usually preferred a numbered arbitrary order, and usually substituted alphabetical where he was obviously not interested in the subject, or even prejudiced against it.

So even if his mainly literal notation is considered superior to the decimal notation of DC and UDC it is questionable that he used it to the best advantage, especially having regard to the fact that he was much later in the field, able to avoid Dewey's mistakes, and knowing what proved to be the major subject developments after Dewey.

Auxiliary Tables and Synthetic Classification in BC

Now taking common subdivisions or auxiliary tables we may take these to include synthetic classification generally, and the compounding of main class numbers as well as their extension by auxiliary tables, which Bliss called systematic schedules. He was originally strongly critical of UDC and documentation, which he took to mean what might now be called subject analysis and the expression by notation of what Otlet had originally called "toutes les nuances de l'analyse bibliographique" and what Ranganathan later, and going further, called "translating into ordinal numbers the entire thought content of a book". He distinguished this from bibliography and said it was "beyond the bounds, the economic limits of bibliographic classification and notation". But later in his anxiety to please, and complete with UDC he allowed what he preferred to call "composite specification and notation" both by interclass synthesis and by his "systematic schedules", whilst preferring the latter, and never quite committing himself to the former (Second ed. pp. 69-70).

An example of what corresponds in BC to UDC's use of the colon is UAUAbgv, TDM in which UAUUA is citrous fruits,

bgv is Florida, the comma is the "sign of association" and TDM Overproduction from his Economics class; this can be reversed; or to get Florida first its history number, NNJ could be used in the compound NNJ, E,UAUA,TDM, in which E is apparently Biology; this can also be UAUAbgv,S but this cannot be reversed; the S is from Schedule 21a, which is "for special agriculture", and corresponds to one of UDC's limited application analytical subdivision tables. And although Bliss makes the usual attacks on alphabetical cataloguing he seems always to have a shelf rather than a catalogue classification in mind; he hardly discusses or illustrates his system as a cataloguing instrument, and whilst he gives a few examples of main class number compounding these are on the evidence of his editions a late introduction to which little thought was given; his preference seems to be that indicated by his latest title "A Bibliographic Classification extended by Systematic auxiliary schedules for composite specification and notation". His pride and joy is the systematic schedules, and these are all suffixed tables of constants, for which, following Dewey, he also uses the term mnemonics.

In his Introduction (pp. 17, 110) he talks about constant, variable, adaptable, alternative, intensive and extensive mnemonics which may raise a question as to how extensively a mnemonic can be variable and still be mnemonic. Of his forty-five schedules and adaptations of schedules he says that "only four are of general applicability"; and in his general form schedule, which is number one, only four of the numerals in it are said to be constantly mnemonic, which means that the other are not generally constant or mnemonic; 3 is History, Scope, Relations; Books about the subject, its Study; but Study of the subject, Books about it, can be 8 instead, and Statistics which are under 3 may also be 8 instead.

The same aspects and processes have main class numbers in some subjects and auxiliary numbers in others, and even subdivisions of a subject such as mining may get some of their aspects and processes from a special table whilst these for the

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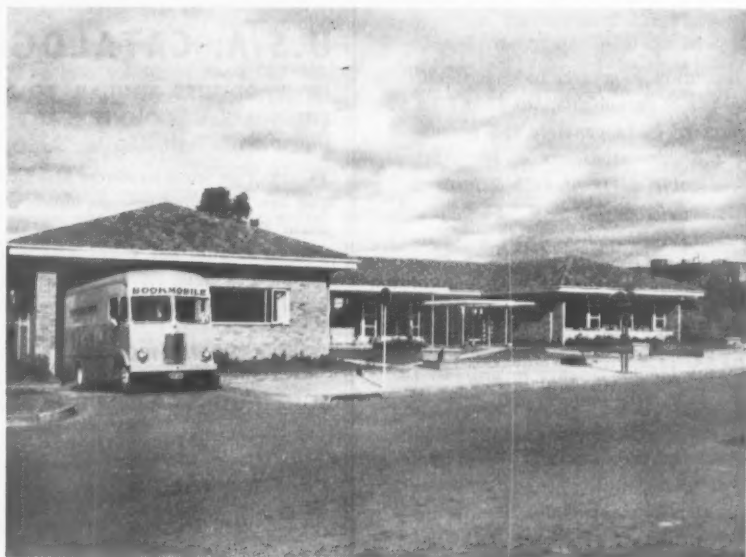
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general subject have main class numbers; for example UDDA is general mining exploration and prospecting, but coal mining prospecting is UDJA,C, in which C is from Schedule 21d, for the Mining of special products, though there seems to be no reason why it could not be used for mining generally, which doesn't appear to have a schedule.

If we look at the classification and order of a schedule we find in Schedule 9, which is for chemical industries and products,

N—Business, Economics, Finance, Organization, Promotion, etc.

O—Management, Operation, Routine, Records, Efficiency.

P—Costs.

R—Markets, Selling, Control of the Product.

S—Competing products, Substitutes.

T—Taxes, Duties, Tariffs . . . Importation.

W—Legal aspects, Patents, Legislation.

Why are Costs separated from Taxes, etc., and both from Business? Why when we come to Schedule 20, for special industries in economics, is Legislation C and Competition B? Why in Schedule 21, for Sub-classification under any industry in U, Useful arts, is Technology E separated from K, Production, Fabrication, etc., by F Business down to J Finance? Why since Taxes, etc., are T and Legislation W, in schedule 9, are they brought together in Schedule 21 under T, which with other differences makes the subdivision of the Beer industry quite different from the subdivision of the Tobacco industry? Why are there Varieties, Specialities and Novelties in the Leather industry, and not in the Rubber industry, which is noted for its specialities? Why are By-products and waste from Milk and Milk products together, in schedule 21, and those from Grapes and grape products widely separated in schedule 21a?

The answer to these questions, which could be multiplied, seems to be that Bliss began as a young man, about 1900, with a philosophic interest in classification and order for the shelf; it is this which domin-

ates all his voluminous writings, in which there is comparatively little about the mechanics of classification and notation, for either the shelf or the catalogue. In his second edition, 1936, when he was already sixty-six years of age he had only ten schedules, with five subschedules.

Three of these schedules were for Sub-classification under Special chemistry, Chemical industries, and Religions and Churches respectively. The rest were the usual ones for form place, period, language and authors. All the other schedules for economics and industries and other fields were only added in later editions, sometime from 1940 on, when he was seventy, and what seems clear is that despite his earlier resistance to what he called documentation, and synthetic classification, he tried to compete with his Systematic auxiliary schedules for composite specification and notation, without ever having sufficiently studied, or ever having been sufficiently interested in the purposes they are meant to serve, so that he merely repeats and even adds to the worst mistakes and confusions of UDC. It is only in vol. 3 of the latest edition of BC, in introductory matter apparently added after he was eighty that he first tries really to cope with the mechanics and devices of synthetic classification of UDC and Ranganathan, and in a pathetic attempt to understand what Ranganathan means by his phases, facets and foci, he says finally "Focus' is out of focus for this classifier's old eyes". With his multiplicity of arbitrarily and differently arranged auxiliary schedules we seem worse off than we would be with either UDC's auxiliary tables, or LC's complete lack of constant or mnemonic tables for subdivision of subjects. And we would probably be better off with alphabetical suborder of aspects, processes and forms at every point, because this would at least be self indexing. One of the curiosities of classification is that in LC alphabetical suborder with Cutter type numbers is used for final subject specification more and more effectively than in any other classification, but it is not used for subject subdivision by subject aspects and processes, and documentary forms.

The Relative Index in BC

A criterion that might be interpolated here is that of the relative index. Bliss's index is a poor one. It has six pages of Explanatory remarks, which consist mainly of illinformed and prejudiced criticism of alphabetical indexing, and rather pathetic academic facetiousness. It includes specification which is unnecessary because it is in the tables; for example TK is advertising, and under this in the index there are sixty-two subdivisions all referring to extensions of TK. One is Beauty in, referring to TKF, another Pulchritude in, referring to TKG, which is also referred to from Sensationalism in, Sexuality in, and Nudity in. It is kinder not to draw an obvious conclusion. There is also inconsistent and unnecessary subject qualification, for example, Whist (card games), but Whistles without (Blowing). Under Races there are 37 subheadings for biological senses and subdivisions, without any entry or reference for horse races, dog races or foot races. But under Horse, Horses, there is Race, Horse racing, and "Playing" the races; apparently he had read his Damon Runyon. But like the classification itself the index reflects the author's personal interests, lack of interests, and partisanship, as shown throughout his Organization of knowledge and the system of the sciences. However, an index is something that can be improved in essentials, in which a classification cannot be improved, as the index to the new edition of the Abridged UDC shows, so that its index is not such a final criterion of a classification as some other things.

Maintenance of BC

For the maintenance of BC there is some organization. It consists mainly if not entirely of a voluntary British Committee for the Bliss Classification, which prepares a Bulletin published by the H. W. Wilson Company which published the classification. In the March, 1957 issue of this Bulletin it is admitted that Bliss said little or nothing in a connected, collected way on synthetic classification, and an attempt is made "to summarise and sum up . . . scattered refer-

ences and to state the possibilities clearly", by J. Mills who is an ardent Ranganathanite; there appears to be an alliance, which must be uneasy, of Blissites and Ranganathanites in the (British) Classification Research Group. But the important point is that the Committee is dependent on the Wilson Company for publication, and this Company is not a non-profit institution, as are the Library of Congress and the British Standards Institution which are looking after LC and UDC. It is not a philanthropic body, and profits from the sales of BC are unlikely to be such that even if the Wilson Company took none it could be kept up to date with new, complete editions, since even the British 'Complete' edition of UDC begun in 1943 is not yet in sight of completion. Even with the Bulletin there was an eighteen months gap between the last two issues, and when a meeting was called in Great Britain to see what could be done following Bliss's death, and held in conjunction with a national library conference, only twenty-one persons were present. So the prospects of BC being carried on any more than Cutter's EC, or even as much as Brown's SC, are not good.

The Classification of the Future?

In consideration of a classification for adoption by libraries, for the shelf and/or for the catalogue, there are two cases, that of the new library so far without a classification, and that of the old library with an old classification, usually DC or UDC in Australia, which would have to be undone to make room for a new one. In both cases what is wanted is not just a classification which is better than another, but the classification of the future. The cost of replacing a classification, the diversion of funds which even if they are specially provided, could be used for other things, is great, and always comparatively far greater than can be afforded merely to provide a plaything for a librarian or cataloguer. The cost of putting in one classification for the first time may not be much greater than that of putting in another, but if it is not the, or one of the classifications of the future, coming into general use and likely to be maintained, then even in a short

run it will have to be replaced. So in an old library with an old classification there is likely to be sooner or later a double replacement cost, and in a new one sooner or later at least a single replacement cost.

Despite talk of self-perpetuating devices no classification will last for ever, because every classification is part of the state of knowledge and the system of values it serves, and eventually becomes dated with them. Sooner or later, all libraries will begin a new classification, though in the future large libraries will probably not reclassify the greater part, that only of historical interest, of their collections. But what they change to should be certainly better than what they are changing from, and have some certainty of a future. As things are there are less and less new libraries of much size and consequence, but for them the arguments about choice for the second or third time apply to their first time,

though to a lesser degree. And when we apply criteria of choice to BC we find that with all of them its supposed superiority to other classifications, including DC, is at least questionable, and that its maintenance in the future is at least uncertain.

However, the intention here was not so much to estimate Bliss's BC, but rather to establish criteria for classifications by trying them against this latest claimant to be the classification of the future. If it is not the classification of the future for any type of library, new or old, and it doesn't appear to be, then it is all the more important to have criteria by which to estimate other existing classifications, and others which may come into existence, even as the work of one man, as BC was, though it is becoming increasingly apparent that the classification of the future will have to be the product of many minds and institutions in cooperation.

Registration Examination Results, 1957

AUSTRALIAN CAPITAL TERRITORY

Pass in four papers

Harrison, Jean Patricia.

Pass in three papers

Slight, Owen Edmond (with Merit R8).
Van Pelt, Jan Daniel.

Pass in two papers

Campbell, Sheena Stewart.
Velins, Erika.

Pass in one paper

Davies, Stanley.
Fox, Warwick Anderson.
Meade, Shirley.
Menzies, Walter Neil.
Thorn, William Darbyshire.

NEW SOUTH WALES

Pass in four papers

Boden, Jean Mary.
Clouston, Marie.
Ellis, John Frederick (with Merit R4B).

Horner, Reginald.

Thomas, Patricia Ann.

Pass in three papers

Fishburn, Dawn.
Frost, Moya.
Johnston, Marion Jean.
Laws, Ruth Rosemary.
Levett, John Antony.
Mylrea, Margaret.
Peake, Dorothy Graeme.
Prideaux, Brian Angus.
Weldrick, Valerie Eileen.
Westbrook, Kathleen.
Wilschefski, Wilga Anne.
Young, Veronica Josephine (with Merit R10A).

Pass in two papers

Baker, Marian Lindsay.
Burke, Marguerite Shirley.
Chant, Avis.
Collingridge, Winsome Mary.
Crouch, Leonie Alice.
Cunningham, Janet Catherine.

Everingham, Robyn Virginia.
 Glynn, Leone Carmel.
 Goodacre, Ann Audrey.
 Gordon, John Lindsay (with Merit
 R10B).
 Graham, Eunice Isobel.
 Hatten, Judith Clare.
 Hope, Barbara Louise.
 Humphries, Shirley Gladys (with Merit
 R10).
 Johnson, Athol Lester.
 Logan, June Rose.
 Millet, Josephine Rose.
 Norman, Lilith George.
 O'Loughlen, Barbara Ann.
 Paul, Terence Scott.
 Power, Margaret Josephine.
 Preibish, Andre Boguslaw.
 Remington, Susan Mary.
 Rovkin, Ruth.
 Shaw, Judyth Ann.
 Smith, Rose Therese.
 Stack, Patricia.
 Spurway, Isobel Constance.
 Waterer, Judith Wren (with Merit R1).
 Whalan, Rex Egan.

Pass in one paper

Allison, James Barrington.
 Burt, Patricia Mary.
 Crosthwaite, Patricia Anne.
 Delprat, Moyna Lien.
 Duchesne, Helene Margaret.
 Durrant, Irene Patricia.
 Gilmour, Anthony Hugh.
 Gordon, Pamela Lois.
 Hall, Elaine Dorothy.
 Hawkins, David Middleton.
 Huxtable, Dorothy Mildred.
 Leach, Beatrice Rhona.
 McDonald, Jean Lees.
 McIntyre, Margery Jean.
 Miller, Beverley Sandra.
 Munro, Phyllis Hope.
 Murray, Heather Betty May.
 O'Brien, Valerie Clare.
 Pead, Esme Rose.
 Pearson, Joan Ruth.
 Rolnik, Zenon.
 Rooke, Judith Mary.
 Shayler, John Lindow.
 Sim, Helen Grant.
 Skuthorpe, Judith Mary.
 Wilson, William Mackenzie.

QUEENSLAND

Pass in four papers

Donald, Mavis Lorraine.

Pass in three papers

Scott, David Barry.

Pass in two papers

Catchpoole, Anne Elizabeth.
 Green, Anne Laurentia.
 Smith, Jean Eunice Hackshall.
 Smith, Jeanne Carol.
 Woodforth, Barbara Lyndon (with Merit
 R2).

Pass in one paper

Aland, Ann Florence.
 Armstrong, Pamela Margo.
 Edwards, Martha Elizabeth.
 Greenstreet, Judith Anne.
 Krohn, Edith Muriel.
 McCorkindale, Shirley Mary.
 McDougall, Maizellah Margaret.
 O'Keefe, Mary.
 Spearritt, Selwyn.
 Symons, Annette Imelda.

SOUTH AUSTRALIA

Pass in four papers

Palmer, Barbara Jill.
 Selth, Geoffrey Poole (with Merit R3).

Pass in three papers

Devitt, Helen Levaun.
 Farmer, Geoffrey Arthur Jessop.
 Field, Christine Mary.
 Hall, Dennis Royston (with Merit R1,
 R2).
 Heithersay, Anne.
 Ketley, Anthony Layzell.

Pass in two papers

Archbold, Ralph Thomas.
 Bayfield, Juliana.
 Burns, Marjorie Ruth.
 David, Margaret Myfanwy.
 Lotze, Ruth Mary.
 Mills, Bessie Heather.
 Noller, Patricia Margaret.
 Ryan, Sydney Lawrence.
 Shepherd, Vivienne Elizabeth.

Pass in one paper

Byrne, Bernadette Marie Therese.
Campbell, Christine Jane.
Edgecombe, Kathleen Doris.
Fischer, Gerald Lyn.
Gray, Joan Elizabeth.
Jenkins, Jenifer Marjorie.
Jude, Dawn McBride.
Lock, Dorothy Marie Jeanne.
Macloy, Olivia Janette.
Moore, Dorothy Jean.
Mortimer, Arthur William Blake.
Ralph, Peter.
Rooney, Marjorie Winnifred.

TASMANIA

Pass in one paper

Flinn, Dorothy Elizabeth.
Lovett, Phillipa Ann.
McRae, Janet Fan.

VICTORIA

Pass in four papers

Ward, John Livingstone.

Pass in three papers

Cornell, Jane Annette (with Merit R2).
Freeman, Margaret Ross
Hitchins, Barbara Anne.
Reid, Barrett.
Trier, Pamela Rosemary.

Pass in two papers

Armstrong, Madeline Annette.
Battersby, Olive May.
Brown, Rhoda Grace.
Davis, Lauraine Amelia.
Ebbels, Shirlie Lynette.
Gardner, Romla Nannette.
Gore, Shirley Norelle.
Hallows, Jennifer Frances.
Henderson, Joan Humphries.
Kertesz, George Arpad (with Merit R1).
McMicken, Joan Lillian.
Norman-Bail, Jessica Julia.
Radvansky, Susan Catherine.
Smales, Mary.
Stone, Elizabeth Anne.
Swan, Elizabeth Rose.
Tuddenham, Patricia Anne.

Pass in one paper

Allen, Pixie Scott.
Baxter, Mary Louise.

Blain, Gillian Roper.
Blomquist, Marie Catherine Engstrom.
Carey, Mary Elizabeth.
Carroll, Patricia Ann.
Cawsey, Katherine Stirling.
Cuzens, Merlie Ivy.
Davey, Lois Jean.
Gee, Margaret Nixon.
Holman, George Claverling.
Jones, Margaret Christine.
Kemp, Clarice Grace.
Pawlowski, Barbara.
Routley, Margaret Florence.
Simkin, John Edgar.
Tonkin, Jenifer Lucy.
Topperwien, Elaine Berenice.
Turnbull, Valerie Ruth Skene.

WESTERN AUSTRALIA

Pass in three papers

Bolas, Alfred (with Merit R2).
Creasey, Valerie.
Kahan, Jean Catherine.
Medcalf, Margaret Lois.
O'Connor, Jean Edna (with Merit R2, R3).

Pass in two papers

Davson, Barbara Hoghton.
Fairweather, Leonie Margaret.
Wright, Ronald Percy.
Zalums, Elmer.

Pass in one paper

Lewis, Valerie.

CANDIDATE SITTING OVERSEAS

Pass in one paper

Lim, Beda.

The following completed the Registration Examination this year:

A.C.T.

Menzies, Walter Neil.
Slight, Owen Edmond.
Thorn, William Darbyshire.
Van Pelt, Jan Daniel.

N.S.W.

Crosthwaite, Patricia Ann.
Ellis, John Frederick.
Hall, Elaine Dorothy.
Johnston, Marion Jean.
Mylrea, Margaret.

Prideaux, Brian Angus.
 Rooke, Judith Mary.
 Young, Veronica Josephine.

Overseas Candidate
 Lim, Beda.

Queensland

Donald, Mavis Lorraine.
 Krohn, Edith Muriel.
 Scott, David Barry.

S.A.

Byrne, Bernadette Marie Therese.
 Fischer, Gerald Lyn.
 Hall, Dennis Royston.
 Ralph, Peter.
 Selth, Geoffrey Poole.

Victoria

Armstrong, Madeleine Annette.
 Blain, Gillian Roper.
 Holman, George Clavering.
 Trier, Pamela Rosemary.
 Ward, John Livingstone.

Passes in Groups of Papers

1 who took 5 papers passed in 1
 10 who took 4 papers passed in 4
 4 who took 4 papers passed in 3
 11 who took 4 papers passed in 2
 4 who took 4 papers passed in 1
 27 who took 3 papers passed in 3
 31 who took 3 papers passed in 2
 28 who took 3 papers passed in 1
 25 who took 2 papers passed in 2
 34 who took 2 papers passed in 1
 10 who took 1 paper passed in 1

Total 185 passed in one or more papers out
 of 250 candidates who attempted one
 or more.

26 candidates completed the Registration
 examination 1957.

REPORT ON RESULTS

The following is the usual table of statistics:

Passes and Failures by Papers

	Pass	Fail	Total	Merit
R1. Cataloguing, excluding classifica- tion and subject headings	68 (45.9%)	80 (54.1%)	148	3
R2. Classification and subject headings	58 (51.8%)	54 (48.2%)	112	5
R3. Cataloguing and Classification: Practical	76 (50.7%)	74 (49.3%)	150	2
R4. Provision, administration, processes and services of libraries				
A. General reference libraries	7 (46.7%)	8 (53.3%)	15	-
B. General lending libraries .	24 (63.2%)	14 (36.8%)	38	1
C. University and college libraries	13 (56.5%)	10 (43.5%)	23	-
R5. Provision, administration, processes and services of special libraries and information services:				
A-H	14 (53.8%)	12 (46.2%)	26	-
I. Australiana	2 (33.3%)	4 (66.7%)	6	-
R6. History and purposes of libraries and related services	31 (60.8%)	20 (39.2%)	51	-
R7. Production, acquisition and index- ing of materials for research . .	10 (50.0%)	10 (50.0%)	20	-
R8. Production, publication, history and care of books	12 (48.0%)	13 (52.0%)	25	1
R9. Archives, with special reference to Australia	4 (100.0%)		4	-
R10. Work with children	28 (75.7%)	9 (24.3%)	37	3

Examiners' reports show continuing common weaknesses in all papers. The following comments by the examiners in R4(a) can be taken as applicable to all papers:—

As in previous years, one of the main weaknesses is the tendency of candidates to write everything they know on a subject rather than answer the examiners' questions, resulting in irrelevancies and stereotyped generalities, whereas more attention to organizing the answers and better selection of matter would have created a better impression and perhaps gained more marks. The examiners assume that the candidates can already do a reasonable descriptive paper of Preliminary standard and in this examination consequently cast their questions rather to test the candidate's ability to reason critically about a given subject or to assess the various factors in a particular situation.

On the whole, the examiners were disappointed at the low general standard of the papers presented . . . On the most generous standard of marking it was considered proper to apply, several candidates failed badly.

In general the outstanding weaknesses were insufficient preparation and inability to think. It was obvious that certain candidates had had the advantage of attending lectures which covered at least some of the questions, and their answers tended to be better and more even in quality. But in almost every paper there were answers which revealed a lamentable grasp of the topic. Candidates knew too little, were unsure of what they did know, and committed too many errors of fact. Few exhibited a capacity to think clearly or logically . . .

EXAMINERS' REPORTS

R1. Cataloguing, Excluding Classification and Subject Headings

The standard of performance was far below the standard which should be expected of candidates for the Registration examination. Candidates did not know even the set text books, and very few showed any evidence of having read more than lecture notes. Registration candidates are expected to read current journals on librarianship . . .

Question 1. Most candidates omitted to mention catalogue maintenance . . . Those who claimed that adherence to the rules would be satisfactory . . . generally did not mention the external economies of union and co-operative cataloguing which can result from adherence to the rules. Most candidates realized that adherence to the A.L.A. rules can cause confusion among readers, but few mentioned the filing and finding difficulties . . . Most candidates mentioned that the very full bibliographical description . . . can be confusing, but few mentioned that all of this information is at least potentially useful. Discussion of the reference librarian's views was usually well done, but only one candidate realized that a "super reference tool" would need even more detail than that provided by both sets of rules . . .

Question 2. . . . Some candidates described the library as very large, some as rather small. Only a few mentioned that the type of library would have any bearing . . . Some attempted to turn this into a "location" question . . . Analysis of processes, and their relative location, equipment and supplies were generally not mentioned. Reference books and cataloguing aids generally were mentioned. Some candidates who treated this as a small library did not explain how such a library could afford B.N.B., C.B.I., L.C. Catalog: Books: Authors, National Union Catalog and the English Catalogue of Books all at once . . . Suggestions for staffing varied from one professional librarian plus one clerk-typist to nine professional librarians plus two clerks per professional. Qualifications of the staff were generally not mentioned . . .

Question 3. . . . The examiners expected some mention of the faults of the existing classification and cataloguing schemes and the adequacy of the existing catalogue; the size and type of library; the public served; the advantages of the proposed schemes; the cost, time and administrative problems that would arise; the possible effect of a change in cataloguing and classification on union and central cataloguing services provided by the library; and any economies which would result from the library's use of central and union cataloguing services . . .

Question 4. . . . Candidates who held that the concept . . . has been rendered obsolete failed to realize that the argument—that if a work has an entry under all possible headings it does not matter which is the main entry—is superficial . . .

Question 5. . . . Some candidates did not know the difference between central and union catalogues, and many thought that the sole function of union catalogues is to aid inter-library loans.

Question 6. This was a question straight from a set text book and the poor performance of candidates indicates that they should pay more attention to it.

Question 7. . . . It is hardly an adequate description of the Children's Catalog to state that it is "a catalogue for elementary children", and most candidates did not seem to have seen, or even read, an adequate description of the British Museum Catalogue of Printed Books. The least satisfactory part of the answers was the comment on the use of these catalogues in a Cataloguing Department.

Question 8. . . . Twenty-five candidates received fewer than five marks for the question. The comments on the advantages of the different arrangements were vague, and those candidates who failed to gain a mark for alphabetic arrangement, hardly deserved a mark for stating that this arrangement "was simple to file and follow".

Question 9. Those who passed wrote reasonable criticisms of the A.L.A. rules for societies and institutions . . . Many candidates quoted approvingly Lubetzky's criticism of the unnecessary divergences which have developed. It was rightly pointed out by some candidates that all these difficulties gave point to the former practice of title entry in German countries.

R2. Classification and Subject Headings

Many candidates showed that they were interested in the questions with correspondingly good results, but a greater number gave the impression that the subject was just something to be "got through". No indication was given that the questions

asked posed problems which might have to be faced in practice . . .

Question 1. Many candidates attempted to turn this into a "Relative index" question. Although some discussion of the Relative index was required, and marks were given for it, the question was " . . . all requirements of a good classification are filled. Discuss." Clearly all requirements are not filled . . . (Books on a subject are not well classified merely by being all in one place.)

Question 2. . . . Many candidates failed to mention the classified section 921-928 . . .

Question 3. . . . The commonest mistakes were the interpreting of (94) as Europe, and "19" as Nineteenth Century.

Question 4. . . . Many candidates left out one of the most important points of all, that a notation must have an easily recognized order. Some lost marks through talking about classification instead of notation . . .

Question 5. It was necessary to cover at least subarrangement by author and publication date . . . there was often little discussion of "pros" and "cons" . . .

Question 6. The work of many candidates reflected plain memorizing of class notes . . .

Question 7. . . . Many candidates decided that this was the dictionary versus classified catalogue question, and answered it accordingly. Most candidates recognized that this practice would cut cataloguing costs and save space in the catalogue, but the disadvantages were not so well known . . .

Question 8. Most people interpreted the headings correctly, but too many tried to evade a direct answer with a mass of words. This implies that they knew the correct answer, but made wordy excuses for not giving it. The examiners were sometimes faced with two pages of unnecessary and muddled discussion on alphabetic-classed catalogues "as exemplified by such headings as Painting—England".

Question 9. . . . Many candidates used technical terms incorrectly, as for example "the entries France—Foreign Relations—Russia, and Russia—Foreign Relations—France are known as *cross references* from one subject to another of equal importance".

Most candidates stated that gnatcatchers was the specific term, and failed to see that entering the book under Birds—California was an attempt to cater for readers with a geographic interest in birds. An indirect reference from Birds—California to Gnatcatchers is incorrect unless gnatcatchers live only in California . . .

Question 10. Among the many important points that candidates failed to list were the fact that a list of subject headings must be related to the type of library and the public which that library serves; and the fact that there is an advantage in using headings which are already used by central cataloguing services . . .

R3. Cataloguing and Classification: Practical.

. . . Faults common to all questions were:—1. Lack of consistent form in setting out the main entries. Omission of three dots " . . . " to indicate omission. Title statement too often abbreviated. 2. Spelling errors in transcribing main entries. 3. The omission of form numbers. 4. Putting in the references which *refer away* from the heading (e.g., Cataloguing *See also* Classification.) and using complicated direct references to subdivisions when a general reference only is needed (e.g. Wireless—Repairing *See* Radio—Repairing *instead of* Wireless *See* Radio). A tendency to copy all the headings directly from Sears. 5. A failure to allot time carefully. A student who has passed this paper should be capable of working in a Cataloguing Department and therefore capable of cataloguing books at an economical rate . . .

Question 1. A note concerning the doctorate thesis was necessary. Added entry under title should have been given; and the subject was difficult, 4 or 5 headings perhaps being inevitable. If the class no. was given as 840.9 then at least the main heading should agree with that, viz. French Literature—12th-15th centuries—History and Criticism.

Question 2. The "head of title" note required was seldom given. Classification was not well done. The crux of the subject matter is "river port at Murray Mouth", considered from the point of view of river

trade. Candidates who classified this at 627, usually with an appended note to the effect that they assumed this to be from the engineering point of view, clearly ignored "associated with the revival of river trade," and failed to realize that engineering could only be one of the "basic factors involved in the establishment of a port". Many other candidates classified at 919.4 . . .

Question 3. About half of the candidates knew that the books should have a conventional title, but of this half, several thought that "The Spring Symphony" was the conventional title, and others, not having noticed footnote 3 on page 76 of the L.C. Rules for Descriptive Cataloguing, simply copied, by analogy, the abbreviated example given at the head of page 77 . . . It is difficult to see how candidates could arrive at an incorrect classification number for this work, but some did. Most candidates made a reference from Schumann—the "Spring" Symphony. Fewer gave a title entry or reference under "Spring" Symphony. Most candidates made an added entry under Symphonies, though only a few, more discerning, gave an example reference instead.

Question 4. . . . Few candidates gave the relating information as notes; if added entries are desirable it is necessary to give the appropriate detail somewhere on the main entry.

Question 5. The problem gave an excellent example of conflict between A.L.A. Rules 134 and 135. Answers were about equally divided between these two interpretations, and both were accepted as correct . . . Candidates could hardly go wrong in classifying this work, but the form number for congresses was frequently omitted. Candidates using the 14th ed. of D.C. almost universally ignored the note under 063 in Supplementary Table 2. Subject headings and references were adequately done, but few candidates made an example reference from Congresses.

Question 6. It was careless of students at the Registration level to misspell the name of the Division as "Division of cataloguing and classification" . . .

Universal Decimal Classification. Many of the candidates who attempted U.D.C.

and/or the classified catalogue showed a lack of knowledge of the cataloguing rules and an inability to set-out the entries in a consistent and recognizable form. Most of the failures were failures in cataloguing rather than in classification although some of the attempts at classification were fantastic enough. Some candidates were apparently giving D.C. numbers for a classified catalogue and subject headings for a dictionary catalogue together with all the appropriate (and many of the inappropriate) references.

R4.(A) General Reference Libraries

(The examiners report the weaknesses which are common to all papers and make the following comments on particular questions:—)

Question 1. Of the candidates attempting this question only one failed to gain pass marks, but there were no really good answers and it is perhaps the best example of the general criticism of lack of organization and reasoning power in answering a question.

Question 2. This question was fairly well answered on the whole, but there were some bad mistakes in detail and little attempt to compare the scope and use of the reference tools listed.

Question 3. The answers to this question were generally poor, the newspaper section of the library being treated as if it existed in a vacuum without any relation to other materials in the library. Arguments seem to be based on a faith in the wisdom of the widespread and ancient practice of preserving newspapers rather than on an understanding of what newspapers contained.

Question 4. The treatment of this question on exchanges showed a very superficial acquaintance with this method of obtaining material. The general impression gained was that libraries collected just for the sake of collecting, without selection or discrimination. Apparently few Australian libraries have space problems!

Question 5. This was the most popular question of all although it provided good

marks for only one or two candidates. The approach to the treatment of the various types of material was not critical enough.

Question 6. Only three candidates attempted this question and then usually without any evaluation of the works as reference books. For example not one mentioned the chronological limits of the *Historical Records of Australia* as affecting their usefulness in any way.

Question 7. This subject, being more straightforward than others in the paper, was rather popular and most candidates managed to pick up additional marks on it.

Question 8. A few good, some fair and some very poor answers appeared in response to this question where candidates were merely required to describe the basic bibliographic tools in a subject field familiar to them. The result was disappointing to the examiners.

Question 9. How a reference library can function without a reference department in one instance or an administrative section in another is difficult to comprehend. Otherwise the answers to this question contained no surprises, although suggested staff establishments varied from 40 to 150!

R4. (B) General Lending Libraries

The general quality of the answers to questions 1-5 was higher than last year . . .

To Question 1 there were only fifteen answers, and fourteen of them were good to excellent. Occasionally the candidates digressed into the field of library publicity, or wanted to write a general essay on the aims of the free public library . . .

Questions 2-5 were answered by twice the number answering question 1, perhaps because they appeared to be routine questions dealing with "Library Committees", "Reference Work", "Branch Libraries", and "Book Selection" . . . But many candidates wasted a whole page giving a description of the composition of a Library Committee, where it met, how it was called together, the duties of the secretary, etc., instead of telling us what its *functions* were, which was what the question asked.

Question 3 was fairly well answered, except by a few people who identified the Central Library with the State Library in the capital city of their particular State.

Most candidates used Question 4 as an opportunity for airing their own ideas as to the necessity for reference work at all in a municipal public library.

Question 5 was badly misread by many candidates, and the examiners were given the usual essay on book selection principles with little or nothing on method, in spite of the word "organization". Indeed, some candidates didn't see the word "acquisition" at all, and failed to answer this half of the question.

Question 6 was reasonably well answered, though there were some candidates who dealt with only one of the ways in which Local Government authorities can co-operate in the provision of public library services. There were others who interpreted the question to mean Local Government co-operation with the State Government. This was not what the examiners had in mind, but as it was a reasonable interpretation of the question, candidates who did this were not penalised.

Question 7 was not so well answered. Far too many candidates confused the central cataloguing service with a union catalogue.

Question 8 revealed some curious ideas as to the meaning of the term 'ephemeral literature'. Some candidates took it as applying only to material which is ephemeral in format. Also, too many applied the term only to fiction, and, without having thought much about it, would have none of it.

Question 9 on the whole was quite well answered, though quite a few candidates spent too much time on unimportant detail, and missed the essentials. A localised group of candidates assured the examiner that, with a population of 50,000 people, you could expect 25 per cent of them, each requiring 10 square feet of floor space, in the library at its busiest time; they finished up with a floor-space requirement of about the same acreage as the Sydney Cricket Ground...

R4.(C) University and College Libraries

Fewer candidates reached a pass standard this year; the level of the papers was lower, only two achieving a mark in the seventies. Most papers revealed a lack of knowledge of any library other than the candidate's own. There was regrettably little evidence of any comparative study of Australian university libraries. This can be attributed only in part to the shortage of readily available material on university libraries here, as candidates showed an equal lack of information regarding leading overseas institutions about which an abundance has been written. Overall, there was little evidence of wide reading and a marked lack of specific information...

Question 1. Candidates failed to appreciate the problems of libraries in many overseas universities where research workers outnumber undergraduates.

Question 2. Most candidates attempted this question, which was not well done. Few appeared to have given much thought to the changing rôle of the library and almost all the answers developed into a plea for equality with the teaching staff.

Question 3. This was a perennial and straightforward topic which warranted more clearly formulated answers than were generally given.

Question 4. Candidates were most unwilling to refer to specific examples of either type of university library architecture, and contented themselves with answers phrased in the most general terms.

Question 5. Attempted by only 9 candidates, this question was badly done. Answers showed a lack of awareness of a problem widely discussed in current library journals.

Question 6. This question requiring precise information was avoided by more than half the candidates.

Questions 7 and 8. Well answered; the latter being very popular.

Question 9. The wider implications of the question were missed. There was rarely a mention of per student operating expenditure or the value of showing library expenditure as a percentage of total university expenditure. Little interest was

shown in the significance of comparative statistics from other Australian university libraries.

R5. Provision, Administration, Processes and Services of Special Libraries and Information Services

The papers on special libraries showed a pleasing improvement in one respect only. Service to readers was regarded as more important than the comfort of the librarian.

Most students still do not seem to understand the need to show knowledge of their *whole* subject field; for example, those being examined in subject field A must give examples from the literature of philosophy, psychology, religion and education . . .

Question 1. . . . Not enough emphasis was given to the usefulness to the organization of the sort of information a library can supply; more attention was paid to methods of supplying it. Too few candidates considered how such an audience would be convinced and few gave the necessary emphasis to the economy and efficiency resulting from the establishment of a library.

Question 2. Candidates agreed with the statement that decentralisation of the library is often necessary if it is to give good service, and most described the separation of readers geographically and by subject interests that makes it desirable to set up small collections; but fewer explained the means of serving a scattered clientèle (beyond some duplication of stock) or the need for a union catalogue, library bulletins and messenger service, or gave thought to the staffing of branch libraries.

Question 3. . . . Few distinguished between book selection and ordering, although they require different standards of skill and training, and reference work was often called 'queries' and allotted to a junior member of the staff . . . The duties of chief librarian, such as finance, public relations and overall policy were generally not as well understood as those of juniors. Candidates placed great emphasis on qualifications of personality: 'a pleasing nature', 'a good business head', 'ingenuity', 'tactful presence' and 'physical fitness is essential' . . . and many candidates did not name the

Preliminary and Registration Examinations of the Library Association of Australia.

Question 4. . . . Few understood the difference between old and superseded or distinguished between pamphlets that are original reports of research and those that are secondary or popular sources. Few mentioned the need to satisfy auditors when discarding books or described systems by which parts of the collection are reviewed at pre-arranged times.

Question 5. . . . Few candidates realized that managements are usually impressed by the consideration of cost: the replacement of lost unbound parts of periodicals was seen as a trouble to the librarian, but the point to management is the cost the librarian's time represents . . .

Question 6. There was great uniformity in the answers to this question, and almost all candidates listed the material which might be filed: unclassified trade catalogues, maps, films, standards etc.—but not many thought of periodicals, and only one mentioned basic reference books such as the English dictionary. Few gave good reasons for not classifying, and only one or two pointed out that classification is a costly process. Not many candidates thought of the problem as it might apply in a library with a classed catalogue . . .

Question 7. Most candidates understood the distinction between informative and indicative abstracts, though the former were better known. A few confused mere indexes such as "Industrial Arts Index" with indicative abstracts, and too many stated that an informative abstract would do instead of the original, forgetting that it would lack illustrations, diagrams, tables, references and discussion . . .

Question 8. This question was not popular. Those who answered it generally knew the main publications, but to evaluate them it was necessary to say something more than 'very good' or 'useful' and to indicate such details as scope, arrangement and date of publication. Some candidates named book lists as sources of book reviews. Nobody mentioned published union catalogues as a source for the names of libraries, or annual issues of periodicals for statistics in specialized subjects.

Question 9. Some candidates limited their answers to Australian book lists and services without mentioning overseas publications which cover some Australian material. The Commonwealth National Library's monthly publications "Australian Government Publications", "Books Published in Australia" and "Australian Public Affairs Information Service: A Subject Index to Current Literature" were not well known. Some candidates deplored the lack of such monthly lists.

Question 10. The choice of periodicals was expected to show a balance between journals reporting original research and those of a more popular type, and to include some indexing or abstracting periodicals. Candidates in fields A and C made some attempt to cover the fields but in G, while the examiners knew it was impossible to represent all the physical sciences in 10 periodicals, they could not give high marks to recommendations by some candidates devoted to one specialised subject . . .

R5. (1) Australiana

(The examiners report the weaknesses which are common to all papers and make the following comments on particular questions:—)

Question 1. . . . Most candidates failed to cover both aspects of the question adequately and in order to pad out answers introduced a lot of irrelevancies . . .

Question 2. . . . No mention was made of the need to scan country newspapers . . . for articles of special interest or for cover of events of national importance such as a referendum . . .

Question 3. . . . It was surprising to find the number of candidates who failed both to give exact titles of the works referred to and/or to give a correct account of their coverage . . .

Question 4. This was fairly well answered, though expression confused in some instances.

Question 6. Only two candidates showed any real understanding of the problems involved in this question. Some candidates misunderstood parts (c) and (d).

Question 7. . . . It was disappointing to find that apparently only two candidates knew what the compiler's plans were for the fifth volume.

Question 8. The second part of this question was fairly well answered but no candidates mentioned Australian science abstracts, any legal digest, any of the publications from Commonwealth departmental libraries other than C.S.I.R.O., or Cartographic abstracts.

Question 9. Considering that all Australian state libraries are participating to some extent in this scheme, and considering also the recurrent demands for resumption of publication of the Historical Records of Australia, lack of knowledge as to the history of this project was surprising.

R6. History and purposes of Libraries and Related Services

In general approach and major weaknesses the examiners found little in answers to this paper that has not previously been mentioned . . . Answers revealed not only inadequate knowledge . . . but also a lack of precision in stating what was known. Candidates continue to generalize from insufficient data; . . . alternatively they write with a wealth of detail about what they know even if it has no particular bearing on the question . . . Preparation instead of being based on the syllabus consisted, at least in part, of preparing and learning standard answers . . . Candidates showed a strong reluctance to "examine", "discuss", or "estimate" . . .

Question 1. Candidates generally had some knowledge of the history of private collections but answers to this question were for the most part a more or less chronological narration with little attempt at discussion . . . One group of candidates, apparently working from a common prepared text . . . wrote almost identical answers, none of them answering the question as asked.

Question 2. Many candidates wrote a long historical introduction to this question repeating much of what they had written in Question 1; many others mentioned a number of well known collectors without going

much further. The general impression created by answers was that book collecting ceased to have any effect on libraries after the 18th century . . .

Question 3. All candidates but one attempted this question; all but a few knew very little about it . . . Most candidates wrote too much about what they conceived to be the history of the Association without showing any clear conception of its nature and functions . . .

Question 4. This question was also attempted by all candidates except one. Many answers developed into a comparison between services in Australia and the United States . . . There was a common failure to take account of the National functions of C.S.I.R.O. . . . and of State Library services, and even failure to appreciate that governments provide library services other than the State Libraries and the Commonwealth National Library . . .

Question 5. Candidates who attempted this question generally answered it with enthusiasm, had their own ideas on the subject and were able to argue their case with some conviction . . . However, some turned their answers into a discussion of library classifications or of dictionary and classified catalogues or even of cataloguing of children's books . . .

Question 6. This question referred to library resources but many candidates failed to answer it because they produced an apparently 'stock' answer on surveys for establishing public library services . . . Answers of those who really attempted the question revealed little idea of how a survey might be organized or financed even when the candidates knew what sort of information they were seeking . . .

Question 7. A small minority attempted this question. There was a failure to access the present day needs of learned societies for library services and their capacity to meet these needs, and a failure to consider the possible obligations of society to learned societies . . .

Question 8. The majority of answers to this question consisted of a description and comparison of *Library Science Abstracts* and *Library Literature*. Candidates had

obviously studied these two bibliographies without much comprehension . . . Very few answered the question asked.

Question 9. This question was also attempted by a small minority most of whom showed little knowledge of the position beyond a general understanding that library statistics in Australia leave much to be desired . . .

R7. Production, Acquisition and Indexing of Materials for Research

There was for the most part no marked difference in kind or quality between the answers to this paper and those for R6 except that answers to this paper were worse. Simple ignorance was characteristic . . . Candidates did not discuss or write critically but mostly contented themselves with simple description or narration; they failed to keep to the point of the question and wrote about something else that they knew better . . .

Question 1. Although this question specifically referred to difficulties of publication, answers to it ranged over all sorts of obstacles to dissemination of research material, which, . . . almost without exception, was considered to be scientific research material only.

Question 2. Most candidates who attempted this question knew something of recent developments in copyright and some limited their answers to a description of these developments . . . It was quite evident that some candidates of supposedly Registration standard were not at all clear what is meant by copyright . . .

Question 3. Answers to this question mostly dealt with censorship on moral grounds rather than for security reasons . . . Few candidates discussed allegedly subversive literature and its censorship as they might affect public libraries and some simply described present censorship provisions in Australia.

Question 4. Candidates who attempted this question conspicuously failed to "write a short critical account of encyclopaedias", and dealt even less with the possibilities of cooperation in their publication . . . What knowledge candidates showed of any encyclopaedia appeared to have been

acquired from a guide to reference books or from lecture notes rather than from acquaintance with the work itself.

Question 5. This question was attempted by a small minority of candidates most of whom discussed limitations imposed because of size, format, or fragility, apparently being unaware that there might be a need for limitations in use because of content . . . The problem was obviously one to which candidates had not given much thought.

Question 6. Attempts to answer this question generally consisted of a standard essay on methods of copying which did not answer it. Although most candidates did attempt it, few did it well, many writing a sketchy and more or less inaccurate description of two or more processes with little attempt to compare their respective merits and weaknesses . . .

Question 7. Candidates generally had a fairly good idea of the possible uses of a national union catalogue and of the difficulties of compiling a satisfactory one and the problems of maintaining it. There was, however, an idealistic approach rather than a close examination of realities . . .

Question 8. Most candidates who attempted this question had a sort of textbook knowledge of Kaiser's work which they tried to expand for the purposes of the question. Very few appeared to have first-hand knowledge of Kaiser's own book . . . and fewer still made any real attempt to "assess his contribution" . . .

Question 9. The rudiments of B.C. and C.C. were known to most of the minority of candidates who attempted this question . . . Answers consisted mainly of a brief description of the two classifications . . . with very little effort to compare and contrast them for use in research libraries.

R8. Production, Publication, History and Care of Books

(The examiners report the weaknesses which are common to all papers and make the following comments on particular questions:—)

Question 1. Candidates failed to give proper weight to the main figures of this period and padded out their answers with trivialities and irrelevancies, basing their

answers on what they knew rather than considering what the question asked.

Question 2. . . . There was a surprising lack of knowledge of the Library Association Committee Report of 1930 which is listed in the reading list for this paper.

Question 3. This was a question on the aesthetic and practical value of type founts, but a number of candidates wrote instead on the designers.

Question 4. Generally this question was badly done. Many candidates failed to distinguish between the two processes and most neglected to give an adequate account of the work of any one artist.

Question 5. This question was the best done . . . Many candidates were able to draw on working experience and practice in their own libraries.

Question 6. This was extremely well done by the candidates who were properly prepared but the nature of the question was such that it invited other candidates to make some wild guesses. For example one candidate took "171 sm. cuts" to mean that the book had been damaged by cutting.

Question 7. This question which was straightforward was the worst answered of all. There was a general ignorance of the basic facts and a confused idea that copyright depended on deposit. Many candidates were unaware of the present term of copyright and of the new Act of 1956.

Question 8. It appeared that most candidates had done very little reading on Australian publishing. There was a general lack of knowledge of the important Tariff Board Report of 1945.

Question 9. Candidates had a fair knowledge of the work of Aldus and Caxton which they had already studied for the Preliminary Examination but they failed to evaluate the work of Meynell and Gibbings, and only two candidates attempted to write on Stanhope and Koenig and their improvements to the printing press.

R9. Archives, with special Reference to Australia

. . . It is surprising to find candidates unaware of the archival position in all but their own States . . . The reading in general

theory seems to have been of a reasonable standard, and the candidates have been prepared occasionally . . . to state their own opinions and to back up those opinions with reasoned arguments . . . No marks can be awarded for padding. The examiners do not object to candidates breaking away from essay type answers and listing their points where a question or part of a question does not call for discussion.

R10. Library Work With Children

. . . Some candidates who attempt this paper are either immature or lack practical experience in the field of children's librarianship.

SECTION I: GENERAL

Question 1. . . . Most wrote irrelevantly about the history of children's books generally with little or no reference to the quotation given. No distinction was made between book illustration and book design.

Question 2. This was a popular question but too often answers consisted of a mere listing of the requirements of the three components.

Question 3. Many answers revealed a lack of practical experience . . . One candidate favoured partitions 12 inches wide across the front for storing sound records . . . few had any idea of the variety of map types possible in a large children's library . . .

Question 4. Ability to discuss a statement was lacking in many answers to this question. Although a few referred to the problem of equating characterization and situation in an adult novel with what can be presented to the child with his limited experience, there was much general vagueness about the standards by which literature is evaluated.

Question 5. Methods of book selection were covered fairly adequately. It was pleasing to note that most candidates mentioned a number of standard aids, including Australian ones.

SECTION II: CHILDREN'S LIBRARIES

Question 6. . . . Few discussed the policy of a children's library on co-operation. The realists stressed the need to keep in view the real function of a library and the need to consider staffing, room, finance and the avoidance of unnecessary competition between those working with children.

Question 7. . . . The better answers achieved a balance between the actual books named and evaluation of them.

Question 8. Only three candidates attempted this question. None of these dealt with the way in which the report could be used to advance the interests of the Children's Department.

Question 9. Details of charging systems were described faithfully. It was refreshing to find candidates frankly rejecting the keeping of individual reading records and citing such cogent reasons as lack of time, of staff, and of follow-up in most municipal libraries.

SECTION III: SCHOOL LIBRARIES

Question 10. Several competent answers were given here although there was a tendency towards generality. Some surprising subject fields, e.g. Leisure, were suggested.

Question 11. Three of the five who attempted this gave actual reports. Pleasing features noted in these were recognition of the need to use the report to arouse enthusiasm rather than to give a recital of dry statistics; to tell parents about the latest equipment bought (e.g. a tachistoscope was cited) and to inform them of ways in which they can help the librarian to foster a love of reading worthwhile books.

Question 12. . . . Several forgot, or failed to recognize, that there were two distinct parts of this question to be answered.

Question 13. Too many failed to realize the deeper purposes of periods in the library. Some would still give lessons on the parts of a book such as title page and imprint.

Branch News

NEW SOUTH WALES

The Branch has held two meetings since the beginning of the year.

The first was the Annual Meeting of the Branch held at the Public Library of New South Wales on Tuesday, 18th February when the speaker was Mr. Harold White, M.A., National Librarian. Amongst the audience of seventy were Mrs. White and members of the Association Executive, Mr. J. W. Metcalfe, Mr. G. D. Richardson and Mr. R. McGreal.

Mr. White spoke informally on his recent visit to Japan, being particularly interesting in his comments on the present Japanese Scene, the hospitality of the country and the officially encouraged popularity of Tokyo as the venue for international meetings and conventions.

The second meeting took place on Tuesday, 15th April at the United States Information Library, the facilities of which were kindly made available by the Information Officer, Mr. Richard Joyce, the Librarian, Miss Gwen Smith, and her staff. There was a particularly good attendance of members who displayed much interest in the Library.

The speaker was Miss Kathleen Commins, B.A., B.Ec., Assistant Chief of Staff of the *Sydney Morning Herald* who gave her impressions of "The American Press". Miss Commins has recently been overseas where she has had many opportunities of seeing the working of the press from the inside. Members were keenly interested and asked a number of questions at the conclusion of her address. An unusual note was the provision of a supper of doughnuts and coffee by the Library Staff—a welcome change from the stereotyped tea and biscuits.

The Branch in cooperation with the Section Divisions is considering holding a Branch Conference in Sydney in May, 1959. A Conference Committee will be formed in the near future to draw up proposals for the Conference.

In order to assist the Secretaries in the work involved in sending out notices, reports etc., fifteen Librarians were asked if their staff would volunteer to help. It is very pleasing to report that an affirmative reply has been received from thirteen of the Libraries.

SOUTH AUSTRALIA

The first meeting of the Branch for 1958 was held on 13th March. The subject of the meeting was "Standards and problems of local public library service in Australia". Miss J. P. Whyte presented a short paper outlining the situation in various Australian States, and this was followed by a lengthy discussion on the problems of setting up municipal libraries in this State. Various schemes for promotion and the education of the public were suggested. This meeting will be followed up next month by a visit to the Elizabeth municipal library, the first free public library in South Australia, which was opened last December.

One of our members, Miss Jan Walsh has recently been awarded a Rotary Foundation Fellowship to study education at the University of London.

CHILDREN'S LIBRARY SECTION N.S.W. DIVISION

The annual library day of the above section was held at Sydney Grammar School on 24th January, 1958. An attendance of over 70 provided these speakers with a large and attentive audience. As a result the ensuing discussions were always lively.

At the morning session the Rev. Baker of King's School spoke of the library in the Secondary School. In this talk, Rev. Baker stressed that the basic aims of a school library were (a) to get people to read, and to show them how to read; (b) to prepare in particular those who should or will go on to a university. The library, too

should be a means of interesting everybody in something, and to do this it needed a wide range of material suited to people of 11 and 12 whose range of interests is wider than at any other time of life. It was desirable that each school should have a full time professional librarian whose task should not only be to teach the pupils distinct reading techniques but also remedial reading. After describing some of his own experiences with teaching history through the library, Rev. Baker concluded by stressing the need for more libraries in Sydney, particularly in the Western suburbs.

Mr. Inspector Peake, who concluded the morning session spoke of the library in the primary school and what he would expect teachers using the library. The library, he pointed out should serve "The social, cultural and practical needs of the school", and a teacher-librarian justified his position by the use of the children made of the collection. The library could be regarded as the workshop of the school, where the children would find their interests catered for and class teachers will find material for their teaching needs. For the library to function in a positive way, it was necessary for books to be chosen carefully, for the teacher-librarian to know the child's reading interest and ability and finally for the teacher-librarian to arouse enthusiasm for books and be inspirational in his approach. It was important that the library in the primary school should lend children to realise the pleasure of recreational reading. The class-teacher, he pointed out must be aware of resources of the library, and also assist in training the children to use books. This would ensure the necessary close link between the library period and classroom activity.

In the afternoon Mr. D. C. Griffiths of Sydney Teachers' College delighted and stimulated the audience by a provocative paper on "What in the Modern Literature can be offered to the adolescent?". He

pointed out that it was not his intention to offer a list of books, but rather discuss what should be offered to the adolescent. There were four approaches to this problem. We could offer them the best, in the belief that enough will stick to last for the rest of their life. The danger with this approach is that we may be creating intellectual snobs. The next approach suggests that adolescents should be lead on from where they are, that is from their adventure stories and romances to better writing. But, here the difficulty lies in knowing where they are, particularly as some are non-readers. In contrast to these ideas, another theory says to leave them alone. Finally, Mr. Griffiths pointed out that many had "no opinion" on this matter because the enormous variation in taste, and the fact that we do not know enough about adolescents.

COMMONWEALTH NATIONAL LIBRARY, CANBERRA

Applications are invited for several positions in various sections of the Library suitable to persons with some library experience and academic qualifications or for university graduates interested in librarianship as a career.

Salary on appointment will be according to qualifications and experience, and for graduates will be within the range £966-£1416 per annum for males and £796-£1246 per annum for females, including cost-of-living adjustment. The maximum salary for non-graduates would be £1056 per annum for males and £886 per annum for females.

Applications, giving full particulars of age, marital status, war service (if any), academic and professional qualifications and previous experience, and including the names of three referees, should be made immediately in writing to the Librarian, Commonwealth National Library, Canberra, A.C.T.



An important practical handbook for librarians:

Encyclopedia of Librarianship

Edited by

THOMAS LANDAU, A.L.A.

This book is designed to fill a noticeable gap in the literature of librarianship and to provide a comprehensive reference book on all aspects of the subject.

The text follows a single alphabetic arrangement with articles and entries ranging from a few words defining a term to signed monographs on the more important subjects.

There are more than sixty contributors, experts on their particular subjects, including R. L. Collinson, Lionel McColvin, R. B. B. Partridge and S. R. Ranganathan.

The scope of the subjects treated follows fairly closely the syllabus of the Library Association professional examinations and ranges beyond the field of pure librarianship into that of the printing, paper making and allied industries.

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